

COLD READS for Fluency and Comprehension

Teacher's Manual
with Student Reproducibles



myView
L I T E R A C Y

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Overview/How to Use The Tests

INTRODUCTION

Cold Reads for Fluency and Comprehension is designed to provide differentiated reading comprehension practice using selections that students have not seen previously. *Cold Reads for Fluency and Comprehension* is intended to prepare students to take the Reading/Language Arts section of standardized tests, state-wide tests, and teacher-made tests. The program includes comprehension practice taught in *myView Literacy*. This Teacher’s Manual includes the following: (1) notes on how to use the Cold Read tests, (2) instructions on how to administer and score a fluency test, (3) a chart on which you may record the progress of your students, (4) item analysis charts that provide teachers the opportunity to track students’ strengths and areas of need, and (5) annotated copies of all the Cold Read tests indicating the answers to all questions.

HOW TO USE THE COLD READ TESTS

The purpose of the Cold Read test is to give weekly opportunities for students to practice the comprehension focus and high-frequency words covered in *myView Literacy*.

This book contains three Cold Read tests for each week. They are intended to be used independently from the reading workshop text selection in *myView Literacy*. Each test includes a “Cold Read” leveled selection and related comprehension items that assess the weekly comprehension focus, associated Common Core State Standards and previously learned skills. Across each unit’s Cold Read selections, high-frequency words are strategically placed within the text to give students an additional opportunity to practice reading these words in context for meaning and fluency.

Selections and items on the Cold Read tests are written to assess varying levels of proficiency—Developing (D), On-Level (OL), and Advanced (A). The code at the bottom of each page tells you the level of each test.

Cold Read tests can be administered independently, or you may choose to work through them with students in small groups in order to provide support and assess students’ progress. Before beginning each test, make sure students understand the test directions and are aware of how to correctly indicate answers. Explain that multiple-choice answers should be circled, and short-response items should be answered in one to three complete sentences.

OTHER WAYS TO USE THE COLD READ PAGES:

- Use the Developing pages to give the whole class an opportunity to practice the weekly comprehension focus and/or test-taking skills.
- Use the Developing pages after introducing the weekly comprehension focus but prior to reading the Reading Workshop text in the *myView Literacy* student interactive to assess students' readiness to read that text.
- Use the On-Level pages as an assessment tool to check students' understanding of the weekly comprehension focus and/or test-taking skills.
- Use the On-Level pages to determine if students need further practice, reteaching, or more challenging materials.
- Use the Advanced pages for students working above grade level.
- Use any of the pages as preparation for the Unit Test.

Item Analysis Charts

UNIT 1 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 1 WEEK 1	Developing	1–4	Explain Author’s Purpose	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.1
	On-Level	1–5	Explain Author’s Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.1
	Advanced	1–5	Explain Author’s Purpose	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.1
UNIT 1 WEEK 2	Developing	1–4	Analyze Main Idea and Details	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.2
	On-Level	1–5	Analyze Main Idea and Details	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.2
	Advanced	1–5	Analyze Main Idea and Details	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.2
UNIT 1 WEEK 3	Developing	1–4	Analyze Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	Items 1–2 RI.4.5 Item 3 RI.4.1 Item 4 RI.4.2
	On-Level	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	Items 1, 3 RI.4.1 Item 2 RI.4.2 Items 4–5 RI.4.5
	Advanced	1–5	Analyze Text Structure	Item 1 DOK 1 Items 2–3 DOK 2 Items 4–5 DOK 3	Items 1, 5 RI.4.5 Items 2–3 RI.4.1 Item 5 RI.4.5
UNIT 1 WEEK 4	Developing	1–4	Analyze Text Features	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.7
	On-Level	1–5	Analyze Text Features	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.7
	Advanced	1–5	Analyze Text Features	Items 1–2 DOK 1 Item 3 DOK 2 Items 4–5 DOK 3	RI.4.7
UNIT 1 WEEK 5	Developing	1–4	Analyze Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	Items 1, 3–4 RI.4.5 Item 2 RI.4.1
	On-Level	1–5	Analyze Text Structure	Items 1, 3 DOK 1 Items 2, 4 DOK 2 Item 5 DOK 3	Items 1, 3–5 RI.4.5 Item 2 RI.4.1
	Advanced	1–5	Analyze Text Structure	Items 1–2 DOK 2 Item 3 DOK 1 Items 4–5 DOK 3	Items 1–2, 4–5 RI.4.5 Item 3 RI.4.1

UNIT 2 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 2 WEEK 1	Developing	1–4	Analyze Main Idea and Details	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.2
	On-Level	1–5	Analyze Main Idea and Details	Items 1–5 DOK 2	RI.4.2
	Advanced	1–5	Analyze Main Idea and Details	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.2
UNIT 2 WEEK 2	Developing	1–4	Analyze Text Structure	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.5
	On-Level	1–5	Analyze Text Structure	Items 1–5 DOK 2	RI.4.5
	Advanced	1–5	Analyze Text Structure	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.5
UNIT 2 WEEK 3	Developing	1–4	Analyze Plot and Setting	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.3
	On-Level	1–5	Analyze Plot and Setting	Item 1 DOK 1 Items 2–5 DOK 2	RI.4.3
	Advanced	1–5	Analyze Plot and Setting	Items 1–2, 5 DOK 2 Item 3 DOK 1 Item 4 DOK 3	RI.4.3
UNIT 2 WEEK 4	Developing	1–4	Explain Poetic Language and Elements	Items 1–3 DOK 1 Item 4 DOK 3	RL.4.5
	On-Level	1–5	Explain Poetic Language and Elements	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.5
	Advanced	1–5	Explain Poetic Language and Elements	Items 1–5 DOK 2	RL.4.5
UNIT 2 WEEK 5	Developing	1–4	Synthesize Information	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.9
	On-Level	1–5	Synthesize Information	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.9
	Advanced	1–5	Synthesize Information	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.9

UNIT 3 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 3 WEEK 1	Developing	1–4	Analyze Characters	Items 1–3 DOK 2 Item 4 DOK 3	RL.4.3
	On-Level	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.3
	Advanced	1–5	Analyze Characters	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.4.3
UNIT 3 WEEK 2	Developing	1–4	Analyze Plot and Setting	Items 1, 3 DOK 1 Item 2 DOK 2 Item 4 DOK 3	RL.4.3
	On-Level	1–5	Analyze Plot and Setting	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.3
	Advanced	1–5	Analyze Plot and Setting	Items 1–2 DOK 1 Items 3–4 DOK 2 Item 5 DOK 3	RL.4.3
UNIT 3 WEEK 3	Developing	1–4	Explain Author’s Purpose	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.1
	On-Level	1–5	Explain Author’s Purpose	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.1
	Advanced	1–5	Explain Author’s Purpose	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.1
UNIT 3 WEEK 4	Developing	1–4	Compare and Contrast Point of View	Items 1–3 DOK 2 Item 4 DOK 3	RL.4.6
	On-Level	1–5	Compare and Contrast Point of View	Items 1–5 DOK 2	RL.4.6
	Advanced	1–5	Compare and Contrast Point of View	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.6
UNIT 3 WEEK 5	Developing	1–4	Examine Poetic Elements	Items 1–3 DOK 1 Item 4 DOK 3	RL.4.5
	On-Level	1–5	Examine Poetic Elements	Items 1–3 DOK 1 Item 4 DOK 2 Item 5 DOK 3	RL.4.5
	Advanced	1–5	Examine Poetic Elements	Items 1–2 DOK 1 Item 3 DOK 2 Items 4–5 DOK 3	RL.4.5

UNIT 4 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 4 WEEK 1	Developing	1–4	Analyze Characters	Items 1–4 DOK 2	RL.4.3
	On-Level	1–5	Analyze Characters	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.3
	Advanced	1–5	Analyze Characters	Items 1–3, 5 DOK 2 Item 4 DOK 3	RL.4.3
UNIT 4 WEEK 2	Developing	1–4	Infer Theme	Items 1–3 DOK 2 Item 4 DOK 3	RL.4.2
	On-Level	1–5	Infer Theme	Items 1–5 DOK 2	RL.4.2
	Advanced	1–5	Infer Theme	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.4.2
UNIT 4 WEEK 3	Developing	1–4	Explain Elements of a Drama	Items 1–4 DOK 2	RL.4.3
	On-Level	1–5	Explain Elements of a Drama	Items 1–5 DOK 2	RL.4.3
	Advanced	1–5	Explain Elements of a Drama	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.3
UNIT 4 WEEK 4	Developing	1–4	Infer Theme	Items 1–3 DOK 2 Item 4 DOK 3	RL.4.2
	On-Level	1–5	Infer Theme	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.2
	Advanced	1–5	Infer Theme	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.4.2
UNIT 4 WEEK 5	Developing	1–4	Analyze Myths	Items 1–3 DOK 2 Item 4 DOK 3	RL.4.9
	On-Level	1–5	Analyze Myths	Items 1–4 DOK 2 Item 5 DOK 3	RL.4.9
	Advanced	1–5	Analyze Myths	Items 1–3 DOK 2 Items 4–5 DOK 3	RL.4.9

UNIT 5 COLD READS

COLD READ	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
UNIT 5 WEEK 1	Developing	1–4	Analyze Text Features: Picture	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.7
	On-Level	1–5	Analyze Text Features: Diagram	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.7
	Advanced	1–5	Analyze Text Features: Diagram	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.7
UNIT 5 WEEK 2	Developing	1–4	Analyze Main Idea and Details	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.2
	On-Level	1–5	Analyze Main Idea and Details	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.2
	Advanced	1–5	Analyze Main Idea and Details	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.2
UNIT 5 WEEK 3	Developing	1–4	Analyze Argument	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.8
	On-Level	1–5	Analyze Argument	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.8
	Advanced	1–5	Analyze Argument	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.8
UNIT 5 WEEK 4	Developing	1–4	Explain Ideas	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.3
	On-Level	1–5	Explain Ideas	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.3
	Advanced	1–5	Explain Ideas	Items 1–3 DOK 2 Items 4–5 DOK 3	RI.4.3
UNIT 5 WEEK 5	Developing	1–4	Explain Events (Cause and Effect)	Items 1–3 DOK 2 Item 4 DOK 3	RI.4.1
	On-Level	1–5	Explain Events (Cause and Effect)	Items 1–4 DOK 2 Item 5 DOK 3	RI.4.1
	Advanced	1–5	Explain Events (Cause and Effect)	Items 1–5 DOK 2	RI.4.1

Administering And Scoring A Fluency Test

A fluency test measures a student's reading rate, or the number of words correctly read per minute (wcpm), on grade-level text the student has not seen before. Although the speed at which a student reads is part of determining fluency, it is not the only measure. When students read fluently, they read aloud as they would speak conversationally. Appropriate expression, prosody, reading rate, and comprehension are all part of reading fluently.

Prior to administering a fluency test, review fluency test procedures with the student. Explain that the purpose of the fluency test is to understand more about how the student reads.

Administer the fluency test individually so you can record student data. Give the student a copy of the Student Copy of the selection for the test and make a copy of the Teacher Copy for yourself. The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student reads during the fluency check, while the Student Copy does not have running numbers. Write the student's name and the test date at the top of your copy of the selection. This will help you compare data on future tests. Have a watch or clock available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. You may want to record the student's reading for later evaluation. Stop the student at exactly one minute and note precisely where her or she stopped.

As the student reads orally, on your copy of the text mark any miscues or errors he or she makes during the reading (see the chart on page T13). Count the total number of words the student reads in a minute. Subtract any words he or she reads incorrectly. Record the words correct per minute score on the test.

The formula is: total # of words read – # of errors = words correct per minute (wcpm).

HOW TO IDENTIFY MISCUES AND ERRORS

Based upon the selection on page T14, the chart below shows the kinds of miscues and errors to look for as a student reads aloud and the notations to use to mark the miscues and errors.

READING MISCUE	NOTATIONS
Omission The student omits words or word parts.	I think (that) I have the best job in the world.
Substitution The student substitutes words or parts of words for the words in the text.	You must work very hard, but ^{my} the job is rewarding.
Insertion The student inserts words or parts of words that are not in the text.	^{had} I wanted to work as a park ranger since I was young.
Mispronunciation/ Misreading The student pronounces or reads a word incorrectly.	One of the best parts of my job is the independence I enjoy. ^{was}
Hesitation The student hesitates over a word and the teacher provides the word.	I lead ^H tours on my own, and some nights I get to sleep in a cabin in the woods with only the bears and owls around me!
Self-correction The student reads a word incorrectly but then corrects the error.	To get a job like mine, you must study geology, forestry, or another earth science. ^(SC)

Notes

- If the student hesitates over a word, wait several seconds before telling him or her what the word is.
- If a student makes the same error more than once, count it as only one error.
- Self-correction is not counted as an actual error. However, writing “SC” over the word or words will help you identify words that give the student some difficulty.

SAMPLE FLUENCY TEST

Here is the selection marked as shown on the chart on the previous page. As the student reads the selection aloud to you, mark miscues and errors. Have the student read for exactly one minute, and then mark the last word he or she reads.

Student Name: Shawna

Date: 9/24/2018

My Life as a Park Ranger

I think ^(that) I have the best job in the world. I am a park ranger.	16
To get a job like mine, you must study ^(SC) geology, forestry, or	28
another earth science. You must work very hard, but ^{my} the job is	40
rewarding. I enjoy working outdoors and sharing the wonders of	50
nature with the visitors to my beautiful park. One of the best parts	63
of my job is the independence I enjoy. I lead ^H <u>tours</u> on my own,	77
and some nights I get to sleep in a cabin in the woods with only	92
the bears and owls around me!	98
^{had} I [^] wanted to work as a park ranger since I was young. At first, I did	114
not know if I would be /able to do it. My grades in science were not	130
always the best. But I was determined. Camping, hiking, and	140
canoeing every summer filled my heart with joy. I believed that	151
working in a park would be a dream come true.	161
This is my fifth year working as a park ranger. I've worked at three	175
different parks around the state. I've learned so much about fish,	186
trees, and all kinds of wildlife. Some weekends, I help young	197
campers reach their campsites on the far side of the lake. Once	209
I even taught a family how to pitch a tent. Not everyone knows	222
how to make a fire or paddle a canoe. I feel like I make a real	238
difference when I help park visitors enjoy the outdoors more.	248
The best part of my job is helping people discover new ways	260
to experience the amazing outdoors!	265

$$120 - 5 = 115$$

Interpreting the Results

According to published norms for oral reading fluency, students at the end of Grade 4 should be reading fluently at 133 words correct per minute in text that is on grade level. This chart provides recommended milestones to work toward that goal. For example, if a fourth-grade student reads 125 words correct per minute in fall, he or she is at the 75th percentile. If the same student reads 168 words correct per minute in the winter, he or she is now at the 90th percentile.

GRADE	%ILE	FALL WCPM	WINTER WCPM	SPRING WCPM
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83

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If a student's reading rate is lower than the suggested rate for his or her grade level, your notes on the student's miscues may help you determine why the rate is low. Does the student make errors that indicate his or her decoding skills are poor? If so, further instruction in phonics may be needed. Do the errors reflect a lack of comprehension or limited vocabulary? If so, instruction in comprehension strategies and exposure to more vocabulary words may help. A lack of fluency may indicate a lack of exposure to models of fluent oral reading. It may also mean the student is not reading enough material at his or her reading level. Encourage the student to read more books or children's magazine articles at an accessible or comfortable level of reading for him or her.

Individual Record: Fluency Progress Chart

Name _____

	UNIT 1					UNIT 2					UNIT 3					UNIT 4					UNIT 5				
120																									
115																									
110																									
105																									
100																									
95																									
90																									
85																									
80																									
75																									
70																									
65																									
60																									
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45																									
40																									
35																									
30																									
25																									
20																									
15																									
10																									
5																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

TIMED READING/WEEK

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Class Record: Fluency Progress Chart

STUDENT'S NAME	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5	
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM

Class Record: Fluency Progress Chart

STUDENT'S NAME	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5	
	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM	Date	WCPM

FLUENCY AND “QUALITATIVE” MEASURES

There are many considerations to keep in mind when measuring student’s oral reading fluency. First, it is important to note that oral reading fluency measures a student’s oral reading accuracy and speed including words, phrases, and sentences for a short period, typically one or more minutes. Because the text changes influence students’ familiarity with the words and content of what they are asked to read, oral reading fluency is highly variable and can change throughout the course of a relatively brief period of time, such as several weeks, and certainly is expected to increase over longer periods of time such as a semester or year. There are several factors that influence students’ oral reading fluency, including: (a) some students are anxious reading aloud and do not read as well as they would silently; (b) occasionally unfamiliar words influence student’s success in reading accurately; and (c) the topic of the text might be familiar and increase oral reading fluency, or highly unfamiliar and decrease oral reading fluency. Even though there are conditions that affect fluency, over time with effective reading instruction, students’ oral reading fluency should increase in accuracy and proficiency (number of words read correctly in a designated amount of time—typically one minute).

Fluency is not aimed at determining how fast a student reads. Students should be able to read and comprehend the text they are provided—the ultimate goal of reading—and not just read to complete a task. Speed should follow as a result of stronger fluency rather than lead fluency.

As a student’s skill and ability to read fluently grows, so does a student’s capacity to demonstrate fluency. Automaticity of word reading is one sign that fluency is developing. Fluency activities provide a means for students to improve their reading of words, phrases and sentences, on their way to improving vocabulary knowledge and text comprehension. Oral expression, another index of fluency, develops and evolves as fluency grows. Students will begin to speak text expressively, engaging in meaningful expression of words and dialogue. Fluency becomes a measure of prosody as well as syntax.

When measuring student fluency, look for signs of expressive language, including a student’s ability to use words in context and emphasize key words in sentences. Look for signs of speed and accuracy in reading as well. Remember that as students read faster, they are more likely to engage in self-correction, which is an important and meaningful fluency and comprehension skill.

Fluency is also a gradual process that is bound to differ from student to student. Some students exhibit fluency right from the beginning of their reading career. For others it develops more slowly. In general, students in Grade 1 and the first half of Grade 2 focus on pronouncing words and phrases. During the second half of Grade 2, students may begin showing signs of building prosody and the use of expressive language in their reading. These are all key variables to denote when measuring and recording the fluency of students during a fluency test. As students move into older grade levels, beginning with the end of 3rd grade, and moving into 4th grade and 5th grade, they are likely to demonstrate greater fluctuation in their oral reading fluency scores. However, over time, if their words correct per minute are charted, students would demonstrate improvement in number of words read correctly in the designated time frame.

Fluency Rubric

SCORE	VOLUME AND EXPRESSION	SYNTAX/PROSODY	ACCURACY	RATE
4	The student reads at an appropriate volume and with expression.	The student demonstrates correct phrasing and adjusts for punctuation. Stress and intonation are appropriate.	The student reads accurately. A rare, minor error may occur or be self-corrected, but does not appear to affect comprehension.	The student reads at a natural-sounding, conversational pace.
3	The student mostly reads at an appropriate volume and with expression but occasionally lapses into a quieter voice or lacks expression.	The student generally uses correct phrasing but occasionally sounds choppy or does not adjust for punctuation. Stress and intonation are adequate.	The student mostly reads accurately. Errors sometimes result from a difficult word or sentence structure. Errors may be self-corrected and do not appear to affect comprehension.	The student reads at an uneven pace, too slow or too fast at times.
2	The student reads somewhat quietly. Expressiveness is minimal.	The student reads in short phrases and does not adjust for punctuation. Stress and intonation are lacking or inappropriate at times.	The student makes a number of errors while pausing/hesitating frequently. Errors may affect comprehension.	The student reads somewhat slowly.
1	The student is difficult to hear. There is little or no expressive reading.	The student reads in a choppy, word-by-word manner. Stress and intonation are absent or inappropriate.	The student makes many errors to the point of affecting comprehension.	The student reads slowly and with difficulty.

Answer Keys

WEEK 1, UNIT 1, WEEK 1

Developing

- 1 What is the author's main purpose for writing this selection?
A To name jobs that work outdoors
B To teach the reader how to camp
C To explain why being a park ranger is great
D To list the characteristics of good park rangers
- 2 Why does the author include the anecdote about helping young campers?
A To teach others to pitch tents
B To give a reason for enjoying this job
C To list one of the challenges of being a park ranger
D To explain the importance of taking care of wildlife
- 3 Which sentence from the selection helps identify the author's message?
A *My grades in science were not always the best.*
B *I've worked at three different state parks around the state.*
C *Not everyone knows how to make a fire or paddle a canoe.*
D *The best part of my job is helping people discover new ways to experience the amazing outdoors!*
- 4 How do the details the author provides about school and grades in paragraph 2 support the author's purpose?

The author's purpose is to explain why the job is a perfect one for him or her. The author explains that he or she was determined, loved the outdoors, and that being in a park for work would be a dream come true. This text evidence is support for why the job is a perfect one.

2

Unit 1 Week 1 Cold Reads D

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On-Level

- 1 The author most likely wrote this selection to —
A discuss the meaning of words
B identify good word-centered games
C convince children to read more books
D explain a love for words since childhood
- 2 The author uses an anecdote in paragraph 2. This anecdote shows that the narrator —
A enjoyed talking more than listening
B enjoyed playing with toys more than books
C learned a lot about words during childhood dinners
D learned exactly how many words there are in the world
- 3 The author included paragraphs 2 and 3 to —
A explain how to eat healthy meals
B persuade people to eat with parents
C provide information about family traditions
D show how her family helped support her interests
- 4 The author includes details about games, quizzes, and conversation in paragraph 3 to —
A show fun ways the author learned more about words
B encourage the reader to learn words by using flash cards
C convince readers to play games and eat with their parents
D provide readers with an example of talking about their day
- 5 How does the author use words like aglet and tongue to help support the purpose of the selection?

The author used aglet and tongue to show how interesting words can be. There are words for objects we see every day but do not call them by their names. Also, there are words that have more than one meaning. This helps to explain the author's love of words.

4

Unit 1 Week 1 Cold Reads OL

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Advanced

- 1 The author most likely wrote this selection to —
A give facts about animals that live in rivers
B explain why manatees struggle in the wild
C show what manatees eat and where they live
D describe why the author's career is interesting
- 2 The reader knows there is an anecdote in paragraph 1 because it —
A explains that every person should enjoy his or her job
B provides reasons that people should get jobs in Florida
C describes one time the author went to work on the river
D gives details about what it is like to research manatees
- 3 The author most likely included the details in paragraph 3 to —
A explain what it is like to study manatees
B show how much he or she has studied manatees
C give information about how manatees behave
D explain how many manatees live in the state park
- 4 How did the author's mention of drawings of the manatee markings help show the author's purpose for writing the selection?

Making drawings of the manatees' markings takes time and energy. Only someone who enjoys his or her job would dedicate years of his or her life to something like this.

- 5 Why did the author most likely include the anecdote in paragraph 1?
The author includes the anecdote in paragraph 1 to describe what a typical day is as a manatee researcher. The author also uses the anecdote to explain how his or her job is different from those of most people who sit in an office at a desk.

6

Unit 1 Week 1 Cold Reads A

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WEEK 2

UNIT 1, WEEK 2

Developing

- Which detail from the selection best supports the idea that Shakespeare is one of the world's best writers?
 - He authored a large number of works, including 38 plays and more than 150 poems.*
 - He lived more than 400 years ago, but plays like Hamlet and Macbeth are still being performed today.*
 - It was probably at the school near his home where he first discovered an interest in drama and poetry.*
 - By 1592, Shakespeare's name was becoming known in the London theater scene.*
- What is the second paragraph mostly about?
 - The town where Shakespeare grew up and why he left
 - The education Shakespeare had as a child and young adult
 - What Shakespeare's parents were like and where they came from
 - What historians do and do not know about Shakespeare's early life
- Which statement best describes the main idea of the selection?
 - Shakespeare was born and lived in England.
 - Shakespeare was married and had three children.
 - Shakespeare's plays are good, but he also wrote poetry.
 - Shakespeare's work is still famous centuries after his death.
- Describe the main idea of paragraph 3.

The main idea of paragraph 3 is that we do not know much about Shakespeare's personal life outside of his family. Some believe he went to London after his children were born, but others think he was a school teacher.

8

Unit 1 Week 2 Cold Reads D

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On-Level

- What evidence from the text supports the idea that Sally devoted herself to learning about space?
 - Scientists at NASA knew that the team they put together for their next space mission should include a woman.*
 - In 1978, she worked for NASA on the ground for two missions.*
 - Ride went to space a second time in 1984.*
 - Ride focused on learning all that she could about spacecraft.*
- Paragraph 3 is mainly about Sally Ride's —
 - childhood
 - later career
 - education and early career
 - impact on girls and science
- Which sentence from the selection supports the idea that Sally Ride was destined for space?
 - By the late 1970s, no American woman had flown into space.*
 - A college student named Sally Ride saw the advertisement.*
 - Some names seem to be signs pointing toward the future.*
 - Ride went to space a second time in 1984.*
- Paragraphs 2 through 4 are mainly about Sally Ride's —
 - experience as an astronaut
 - first mission on the *Challenger*
 - interest in becoming an astronaut
 - influence upon education in science for girls
- What is the main idea of the selection? Provide at least three pieces of text evidence to support this.

As the first woman in space, Sally Ride made an impact on girls. 1. Sally Ride made the ride of a lifetime on June 18, 1983. 2. Ride focused on learning all that she could about spacecraft. 3. Because of Ride, many American girls pursued careers in science.

10

Unit 1 Week 2 Cold Reads OL

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Advanced

- What evidence from the selection supports the idea that Campagnolo invented better parts for bicycles?
 - The snow and ice caused his bike to jam up.*
 - The invention changed cycling forever.*
 - Campagnolo was born in Italy in 1901.*
 - He always enjoyed tinkering in his father's shop.*
- Which sentence from the selection supports the idea that Campagnolo is a legend in cycling?
 - Riders wearing Campagnolo jerseys have won important cycling trophies.*
 - His company later led the way in making bicycle parts lighter by using magnesium instead of heavier metals.*
 - He also discovered new mixtures of different metals to make bike wheels strong but light.*
 - Throughout the 1930s and 1940s, Campagnolo's company made bicycle parts longer lasting and easier to use.*
- Paragraph 2 is mostly about —
 - Campagnolo's impact on cycling
 - the difficulty of changing bike tires
 - the discovery of new metal mixtures
 - Campagnolo's changes to cycling rules
- Describe the main idea of paragraph 1.

The main idea of this paragraph is that Campagnolo was racing and his bike jammed. He lost a race because he could not change a tire without tools.

5 Describe the main idea of this selection. The main idea of the selection is that Campagnolo changed the bicycle industry with new inventions used for bikes.

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Unit 1 Week 2 Cold Reads A

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WEEK 3

UNIT 1, WEEK 3

Developing

- Which two things are compared in the selection?
 - A Apples and sugar
 - B Cookies and sugar
 - C Sugar and whole wheat flour
 - D White flour and whole wheat flour
- What type of text structure does the sentence “*Agave is sweeter than sugar, so you can use less of it*” support?
 - A Chronological
 - B Problem-solution
 - C Establish purpose
 - D Comparison-and-contrast
- Which information compares healthy ingredients to other ingredients in cookies?
 - A *But cookies aren't the healthiest snack around.*
 - B *Using whole wheat flour instead of white flour adds fiber and protein to your favorite cookie.*
 - C *This will help your cookies come out soft and moist instead of dry and hard.*
 - D *Your cookies will turn out tasting as delicious as ever, and beautiful too!*
- What is the central idea of the selection? Give two details that support your answer.

The central idea of this selection is that there are ways to make cookie recipes healthy by changing the ingredients. I know this is the central idea because the author says, “There are, however, ingredients you can use in your favorite cookie recipe to make them a little better for your body.” Then the author tells us in each paragraph what the better ingredients are, including “Using whole wheat flour instead of white flour adds fiber and protein to your favorite cookie.”

14

Unit 1 Week 3 Cold Reads D

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On-Level

- Which of the following best describes how virtual reality might be used differently in the future based on the details in paragraph 3?
 - A Virtual reality will probably be more lifelike in the future than it is now.
 - B More people will use virtual reality for entertainment in the future than they do now.
 - C More people might use virtual reality for work in the future instead of just education.
 - D Virtual reality is mostly used for entertainment now but might be used for education in the future.
- Which sentence from the selection supports the idea that virtual reality can help people explore places in a different way than in real life?
 - A *Special glasses can help people visit all kinds of places, both real and imaginary, using virtual reality (or VR).*
 - B *The headset has sensors that detect movement.*
 - C *Virtual reality can have uses for more than just entertainment.*
 - D *Although VR is exciting, scientists do not know how safe it is.*
- Paragraph 4 suggests that virtual reality —
 - A is worth the risk of injury
 - B should not be used by young people
 - C is an exciting trend that cannot be missed
 - D needs further research to make sure it is safe
- Based on the details in paragraph 4, how does the brain work when using virtual reality compared to real-life situations?
 - A None of the neurons work with virtual reality.
 - B More neurons work with virtual reality than real life.
 - C It works exactly the same in both real life and virtual reality.
 - D Many neurons that work in real life do not work with virtual reality.
- Using details from the text, explain one way that virtual reality is different from reality.

Neurons behaved differently when the brain processes images of virtual environments compared to real ones.

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Unit 1 Week 3 Cold Reads OL

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Advanced

- What comparison is made in paragraph 2?
 - A Cost of skate parks to cost of damage to property
 - B How both the city and business owners feel about skateboarding
 - C Behavior of kids who skateboard to behavior of kids who play soccer
 - D Safety of skateboarding on the sidewalk versus skateboarding on a rail
- Based on the details in paragraph 2, how are other places to skate different than skate parks?
 - A They are safer than skate parks.
 - B They are often damaged by skaters.
 - C They are very expensive for skaters.
 - D They are very welcoming to skaters.
- Which sentence best states the main idea of the selection?
 - A Skating is the best activity for exercise.
 - B Cities should have safe places to skate.
 - C Skate parks should not be built by cities.
 - D People should never skate in public places.
- Name two details from the selection that support the main idea of the selection.

They give skaters a safe place to work at something they love. At the same time, police officers and business owners no longer have to chase skateboarders away.

- In paragraphs 2 and 3, the author describes the types of places kids can skate. Compare and contrast these places using details from the selection.

People can skate in public places or skate parks. Public places are not as safe for skaters, and skating can cause damage to these places. However, skate parks are designed for skaters and are safer and no one has to worry about damage.

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Unit 1 Week 3 Cold Reads A

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WEEK 4

UNIT 1, WEEK 4

Developing

- The author includes the diagram to show —
A the stars in space
B the parts of a star
C the life cycle of a star
D the parts of a black hole
- Which sentence from the selection tells what happens between the “Main Sequence Star” and the “Red Giant” stages on the diagram?
A Stars form from giant clouds of dust and gas.
B The cloud changes to something called a protostar.
C When it reaches fifteen million degrees, another change happens.
D When the gas begins to run out, the star starts the next stage of its life cycle.
- Which sentence from the selection does the diagram support?
A Over time, the gas in these clouds changes and begins to spin.
B As it spins it heats up.
C The cloud keeps heating up.
D The star has now reached the red giant phase.
- How does the diagram support the information presented in the selection?
The diagram shows each stage in the life of a star and provides a visual representation of each stage.

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Unit 1 Week 4 Cold Reads D

On-Level

- Using the map, in which direction do most monarchs travel in the spring?
A South
B West
C Northeast
D Southwest
- You can tell from the map that monarch butterflies do not breed in the —
A eastern United States
B southern United States
C northwestern United States
D southwestern United States
- Which sentence is illustrated by the information in the map?
A Monarchs in the eastern part of the country travel to Mexico.
B There are several reasons monarchs make this long journey.
C People wonder how these beautiful butterflies know the route.
D Often the same trees are covered in monarchs every year.
- The author most likely included the map to show —
A where milkweed grows
B where Mexico is located
C the migration path of monarchs
D which direction is north and which is south
- Why does the author include arrows on the map?
The author includes the arrows to explain the different directions the monarch butterflies fly.

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Unit 1 Week 4 Cold Reads OL

Advanced

- Which best describes what is mainly shown on the map?
A The waterways around the city of Washington, D.C.
B The location of Washington, D.C., in the United States
C The locations of several important monuments in Washington, D.C.
D The number of miles between monuments in Washington, D.C.
- Based on the map, the Lincoln Memorial is —
A west of the World War II Memorial
B directly next to the Reflecting Pool
C between the Washington Monument and the Reflecting Pool
D directly to the north of the Martin Luther King Jr. Memorial
- Look at the map. Which sentence from the selection is illustrated?
A The most eye-catching is the Washington Monument, which towers over the National Mall at 555 feet tall.
B Made of marble, granite, and bluestone, it is the world’s tallest stone structure.
C Building started in 1848, and then it stopped from 1854 to 1877.
D A careful eye can tell that stones at the bottom are darker than the stones at the top.
- What kind of information is provided by the text, but not the map?
The map provides locations for the monuments. The text provides descriptions of the monuments. The descriptions are not included on the map.

- Explain why the author included the map with this selection.
The map provides a visual that shows where the monuments described in the selection are in relation to each other and Independence and Constitution Avenues.

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Unit 1 Week 4 Cold Reads A

WEEK 5

UNIT 1, WEEK 5

Developing

- The author uses dates in the biography to —
 - tell about the family of Bell
 - provide facts about telephones
 - explain the systems that make a telephone work
 - give information about when things were invented
- Which of the following most likely explains why the author uses the anecdote of Bell saying, “Mr. Watson, come here. I want to see you.”?
 - To show Bell’s sense of humor
 - To explain Bell’s father’s influence
 - To tell of the first time voices traveled over wire
 - To give the reader a glimpse into Bell’s childhood
- The author presents the events in Bell’s life in chronological order to —
 - explain why telephones became important
 - explain the time it took him to get a patent
 - show the first invention of Bell and his brother
 - show how the events in Bell’s life are connected
- What signal words does the author use to show chronological order in this selection? Give at least three examples.

The author includes signal words that show the selection is in chronological order. “Bell was born in 1847.” “At twelve years old,” and “In 1863” and “In 1871” show that time has passed.

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Unit 1 Week 5 Cold Reads D

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On-Level

- Which detail shows an event unfolding in time order?
 - She and her people lived far from others, hunting and fishing.*
 - They were to draw maps and report on all that they found.*
 - In November 1804, Lewis and Clark reached an American Indian settlement in what is now South Dakota.*
 - What they do agree on, though, is that Sacagawea is an important figure in American history.*
- The author uses the anecdote in paragraph 5 of how Sacagawea saved the instruments and records in the storm to show —
 - how valuable Sacagawea was to the mission
 - the need for traveling east and west on a river
 - who was president during the Lewis and Clark mission
 - why it was difficult to travel across the Rocky Mountains
- Which of the following words signal chronological order as the structure of this selection?
 - She and her people lived far*
 - Nearly a million square miles of land*
 - In 1803*
 - Sacagawea helped with*
- The author mostly likely included the information in paragraph 4 to explain —
 - how Lewis and Clark were able to find food
 - how Lewis and Clark started working together
 - why Jefferson sent Lewis and Clark to explore
 - why Lewis and Clark chose Sacagawea to join them
- What details does the author include that show this selection is a biography? Include at least two details.

The author includes facts about Sacagawea’s life, such as the year she was born, how Lewis and Clark came to hire her, and when she died.

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Unit 1 Week 5 Cold Reads OL

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Advanced

- Coronado did not receive any property from his father. Which detail shows the solution to that problem?
 - So, he decided to go to the New World to seek his fortune there.*
 - The following year, he was named governor of an area.*
 - They left to find the Seven Golden Cities in February, 1540.*
 - With that, Coronado returned to New Spain, where he died in 1554.*
- The author includes the details in the final paragraph to show —
 - how Coronado paid for the trip
 - where Coronado traveled after he left
 - the difficulty in finding people to help explore new places
 - what happened at the end of Coronado’s mission and life
- Which of the following best shows that this selection is written in chronological order?
 - There, Coronado married*
 - By marrying*
 - The following year*
 - But this was not enough*
- Why does the author present the details of Coronado’s life in chronological order?

The author presents the details about Coronado’s life in chronological order to show how they are connected.

- Describe how the text structure in this selection shows that this is a biography.

The author includes details in chronological order about Coronado, including his motivation for exploring. The author also tells about several problems and how they were resolved or led to more problems.

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Unit 1 Week 5 Cold Reads A

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WEEK 6

UNIT 2, WEEK 1

Developing

- Which sentence from the selection supports the idea that finding valuable treasure in the ocean is hard work?
 - Today's treasure hunters search the oceans for sunken ships.
 - Then they use tools such as underwater drones to find the exact spot where the ship is located.
 - Once a team is ready to recover the treasure, they face a very difficult job.
 - Treasures used to be lost forever, but science is on the modern treasure hunter's side.
- Which sentence from the selection supports the central idea that the reason some people search the ocean is to find valuable treasure?
 - They hope to discover and claim rare objects and precious metals such as gold coins at the bottom of the sea.
 - Their first step is to find a shipwreck.
 - They may use underwater drones or sonar instruments to recover a wreck.
 - The wreck site might be large, dark, or dangerous to move around in.
- The main idea of "Ocean Gold" is —
 - treasure hunters use underwater drones to explore ships from recent wrecks
 - explorers are not allowed to use modern technology to seek treasures that are lost forever
 - treasures are being found in the ocean by hunters who use new methods to recover them
 - many shipwrecks have unfound treasures, but no one is attempting to locate them because it is too hard
- What is the central idea in "Finding a Shipwreck"?

Treasure hunters must use history, maps, and search teams to find shipwrecks.

32

Unit 2 Week 1 Cold Reads D

On-Level

- The section "Mud Briquettes" is mainly about —
 - the fact that many people are now using briquettes for cooking
 - the concern that forests have been damaged from cutting down trees
 - the idea that cooking with wood takes about the same time as with briquettes
 - the process of making and forming briquettes using water, grass, and waste from trees
- Paragraph 1 is mainly about —
 - families beginning to use briquettes for their cooking
 - too many forests being harmed just for cooking food in Africa
 - briquettes being made from mud and grass using a simple mold
 - food taking longer to cook using wood than it does using briquettes
- Which sentence from the selection supports the idea that using briquettes instead of wood for cooking saves time?
 - It burns longer and hotter than wood with less smoke.
 - They can quickly mix water, dried grass, and waste from banana trees.
 - People like Runiza have more time to study or do chores, or play instruments.
 - The briquettes are a simple solution to what was a big problem.
- The central idea of "Making Life Safer" is —
 - briquette use is good for the forests
 - molds are best used when forming briquettes
 - briquettes are made using materials close to home
 - materials to make briquettes are found in the forest
- Read this sentence.

She says, "My children often ate very late because I was struggling to look for firewood from far away, and the food took so long to get ready."

What central idea of the selection does the sentence support?
 It supports the central idea of why briquettes are used to cook in Africa.

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Unit 2 Week 1 Cold Reads OL

Advanced

- Which sentence from "Catching Some Rays" supports the central idea that the solar panel business is growing?
 - Solar cells on the roof of a house can make electricity by using rays of sunshine.
 - Imagine capturing sunlight on a grander scale than neighborhood rooftops.
 - One solar farm in the deserts of California covers an area equal to two thousand soccer fields!
 - The panels span for miles and collect the sun's energy to change into electricity.
- What sentence supports the central idea that solar energy has benefits?
 - Imagine capturing sunlight on a grander scale than neighborhood rooftops.
 - These farms contribute 70 percent of all solar energy, but they take up a lot of land.
 - Solar energy can operate on its own, without traditional energy sources.
 - In December 2015, the Topaz Solar Farm began working in California.
- The section "Solar Homes" is mainly about —
 - the idea that solar farms take up miles of land
 - the idea that all houses should have solar roofs
 - the fact that some cities are powered by solar farms
 - the fact that solar panels help supply energy to homes
- State the main idea of "Industry on the Move."

The main idea is that solar farms contribute 70% of all solar energy.

- Read this sentence.

Additionally, it will supply almost all the electricity for the city of San Luis Obispo, California.

What central idea of the selection does the sentence support?

It supports the central idea of how solar energy is becoming very important to providing electricity in some regions.

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Unit 2 Week 1 Cold Reads A

WEEK 7

UNIT 2, WEEK 2

Developing

- According to the selection, what is the main reason Arctic animals make caves in the snow?
 - They have babies.
 - Predators are near.
 - Winter comes too early.
 - The weather is unbearable.
- Which sentence from the selection shows why a bear would build a cave in the snow?
 - A person would design a special home to stay warm, but how do animals survive here?
 - The problem is that terrible weather can sometimes become unbearable—even for a polar bear!
 - As soon as enough snow falls, they build lairs.
 - They live in caves no larger than their bodies, but just for the night.
- What effect does building a snow cave have for the ringed seal?
 - They are safe from predators.
 - The sea ice keeps them cold.
 - They do not have to leave for food.
 - Other animals cannot get their food.

4 How does the author use cause-and-effect text structure in this selection?
 The author uses cause and effect to show why different animals build and use snow caves and how the snow caves benefit these animals.

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Unit 2 Week 2 Cold Reads D

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On-Level

- Which sentence from the selection shows one effect of adding mushrooms to beef to create a “blended” burger?
 - One idea being tested is the blended burger, which mixes beef and mushrooms into a patty.
 - You can get food such as burgers in a hurry, and there are a quarter of a million locations.
 - The mushrooms add protein while getting rid of some of the salt and fat found in beef.
 - Adding plants to your favorite main dishes might seem odd.
- Based on the details in paragraph 3, chefs add mushrooms to beef when making hamburgers because mushrooms —
 - taste better than beef
 - contain vitamins, protein, and minerals
 - have a fat and salt content similar to beef
 - have a texture that works well in hamburgers
- The author uses cause-and-effect structure to inform readers about —
 - why vegetables are the healthiest foods to eat
 - new ways to make foods healthier
 - ways to increase animal protein in their diet
 - why beef is a food source to be skipped
- Based on the details in paragraph 4, one effect of using local vegetables instead of vegetables brought in from far away is that they are —
 - less expensive
 - tastier and healthier
 - less ripe when picked
 - larger than most vegetables

Adding plant protein eliminates some of the salt and fat found in meat while keeping the vitamins, minerals, and protein your body needs.

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Unit 2 Week 2 Cold Reads OL

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Advanced

- Which sentence from the selection shows an effect of the surface of the ocean being flooded with sunlight?
 - One reason is because the “midnight zone” of the ocean is always dark.
 - The sunshine makes this layer warm, as warm as 97°F, and it is called the “sunlight zone.”
 - A submersible is a craft that goes completely underwater and is used for exploring.
 - Already, secrets have been unlocked, and these include large black coral forests.
- The author uses cause-and-effect structure to inform readers about —
 - black, coral forests
 - ocean life in sunlight zones
 - learning the secrets by exploring all areas of the ocean
 - using submarines while studying sunlight zones
- Which detail from the selection shows the effect of technology on deep sea exploration?
 - We still know very little about the deep sea.
 - These challenges have made the deep sea difficult to explore.
 - Thanks to technology, scientists can learn more about the deep.
 - We have only just begun to understand this dark and watery world.

4 Describe one effect of exploration of the midnight zone.
 New species, such as the fangtooth and blobfish, have been discovered.

5 Describe one effect of the warmth and light provided by the sun in the sunlight zone.
 Most life in the ocean is found here because of the warmth and light provided by the sun.

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Unit 2 Week 2 Cold Reads A

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WEEK 8

UNIT 2, WEEK 3

Developing

- How does the fact that Mateo only wants to play carnival games affect the plot?
 - He likes fast rides and leaves Camila out.
 - He wants to be alone and play games by himself.
 - He is a risk taker and spends all his time with his family.
 - He enjoys skill activities and does not spend time with Camila.
- How is the conflict of the selection resolved?
 - Camila enjoys the amusement rides alone.
 - Mateo enjoys every type of thrill ride at the fair.
 - Mom and Dad spend time with Camila and then Mateo.
 - Camila and Mateo each try what the other enjoys doing.
- Which sentence(s) from the selection shows how the setting affects what Mateo does?
 - The foursome wasn't sure what to visit first—there was the garden full of beautiful flowers and an art show.
 - There seemed to be a million shops selling clothes and key chains.
 - He's still with Dad, playing games. You know that Mateo isn't really excited by amusement rides," Mom said.
 - Camila took a swing, but she did not ring the metal bell.
- Describe how the setting affects the conflict in the selection.

This selection is set at a fair, where there are different types of activities. The conflict occurs when Camila and her brother want to do different activities.

On-Level

- Which sentence(s) from the selection introduces the setting?
 - I hurried to the starting line, and I could see my parents and T.J. behind the metal fence where the crowd was watching.
 - "I'm fast, and I can do this. I've been practicing for months," I whispered as I set myself up on the chalky white line on the grass.
 - My heart hammered as I pulled ahead of the other runners.
 - I captured second place. I raised the bouquet of flowers my brother gave me and beamed with delight as the little voice whispered, You figured it out!
- How does the crowd change during the race?
 - It grows louder.
 - It becomes silent.
 - It starts to boo.
 - It drowns out the starter.
- How does the narrator respond to the crowd?
 - She runs harder.
 - She quits the race.
 - She looks for her parents.
 - She thinks about her brother.
- The main conflict in the selection is —
 - the narrator is running a big race
 - the parents are cheering
 - the runner wins the race
 - the runner doubts herself
- How is the conflict in the selection resolved?

The crowd's cheers encourage the runner not to give up when her shoe breaks.

Advanced

- The plot of the selection focuses mainly on —
 - the narrator getting to know her horse
 - a horseback ride through the mountains
 - a guide pointing out the sites of the mountains
 - the way the narrator comes to love being in the mountains
- How does the setting create conflict in the selection?
 - The rain is easy for the horses to walk in.
 - The stables are a long ride from the safety of the trails.
 - The rocky terrain causes the rider to be nervous about safety.
 - The mountains provide beautiful scenery during the horseback ride.
- Which sentence(s) from the selection includes details about the setting?
 - Maggie must have sensed my nervousness, so she said, "Don't worry."
 - The horses in front of me bobbed as they stepped over rocks and walked up and down the hills.
 - "How do the horses manage not to stumble or fall?" I asked.
 - The cold rain came in sheets, and soon our clothes were soaked through.
- Explain how the setting changes from the beginning of the story to the end.

The weather in the mountains changed from warm and dry one minute to cold and wet the next.

- How is the problem of how the rainstorm affected the riders solved in the selection?

The riders had a cabin to go to and were warmed up with blankets and a fire.

WEEK 9

UNIT 2, WEEK 4

Developing

- 1 What does the simile "like an oven" in line 1 describe?
 - A the color of the bottles
 - B the location of the oven
 - C the smell of the mustard
 - D the temperature of the sandwich
- 2 Which of the following describes the pattern of rhyme in stanza 2?
 - A the words at the end of each line rhyme
 - B the words at the end of lines 5 and 6 rhyme
 - C the words at the end of lines 5 and 7 rhyme
 - D the words at the end of lines 5 and 8 rhyme
- 3 Which line from the selection is an example of a sound device?
 - A *I open the bottle and give it a shake,*
 - B *I jump like a bunny to a table nearby*
 - C *I thump and tap and thump and tap,*
 - D *People in the restaurant smile as I squeeze*
- 4 What is the effect of the simile the author uses in line 5?

The speaker uses a simile to compare the speaker to a bunny jumping to another table. This helps the reader understand that the speaker is eager.

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Unit 2 Week 4 Cold Reads D

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On-Level

- 1 The metaphor "a blanket of water" describes the —
 - A waves coming in over the sand
 - B sand castle the speaker is building
 - C sculpture the speaker's sister is building
 - D statue of sand being built by others at the beach
- 2 The author uses the simile "quiet as a statue" to compare the statue to —
 - A the sister
 - B the waves
 - C the bucket
 - D the sand castle
- 3 Which lines describe the pattern of rhyme in stanza 3?
 - A The words at the end of each line rhyme.
 - B The words at the end of lines 13 and 15 and at the end of lines 14 and 16 rhyme.
 - C The words at the end of lines 13, 14, 15 and at the end of lines 16, 17 and 18 rhyme.
 - D The words at the end of lines 13 and 14, at the end of lines 15 and 16, and at the end of lines 17 and 18 rhyme.
- 4 Which line from the selection is an example of a simile?
 - A *A day to relax by the shifting sea,*
 - B *But I'm as busy as a bee.*
 - C *"My sand sculpture is surely superior!" I cry.*
 - D *She looks over and yells, "Unoriginal, but nice try!"*
- 5 Describe the author's use of alliteration in line 11.

The author uses four words that begin with the "s" sound: "sand," "sculpture," "surely," and "superior."

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Unit 2 Week 4 Cold Reads OL

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Advanced

- 1 The phrase "descendants of the thirteen" in line 15 refers back to the —
 - A horses in the desert described in stanza 1
 - B disappearing horses described in stanza 2
 - C three grazing horses described in stanza 2
 - D small group of horses described in stanza 3
- 2 Which of the following best describes the rhyme pattern in the selection?
 - A The last word of each line in each stanza rhymes.
 - B The last words of lines 1 and 2 in each stanza rhyme.
 - C The last words of lines 1 and 3 in each stanza rhyme.
 - D The last words of lines 2 and 3 in each stanza rhyme.
- 3 Which line from the selection shares a rhythmic pattern with the line "Thirteen horses left; a small crew"?
 - A *As clouds sail in the sky, Takhi again reigns.*
 - B *Takhi no longer appeared in the wild. Was it too late?*
 - C *Like tractors, they ate grasses and sprouts.*
 - D *Their coats grew thick, their muscles lean.*
- 4 Explain the meaning of the simile in line 12.

The simile compares the horses to tractors when eating grass and sprouts. Tractors pull up grass and greens as they run.

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Unit 2 Week 4 Cold Reads A

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WEEK 10

UNIT 2, WEEK 5

Developing

- Based on the information in both selections, why is it difficult to study the Amazon River dolphin?
 - The dolphins are imaginary.
 - Most dolphins live in freshwater rivers.
 - The dolphins' size makes it easy for them to hide.
 - The coloring of the dolphins makes them hard to spot.
- Which sentence from the second selection supports the idea in the first selection that Amazon River dolphins are not one solid color?
 - There are three types that are found only in freshwater, like rivers.*
 - Of all the river dolphins, the Amazon River dolphin is the most studied.*
 - They are paler on their undersides.*
 - But others are a beautiful pink color.*
- Based on information provided in both selections, the reader knows that some Amazon River dolphins have —
 - long snouts
 - short bodies
 - pink coloring
 - heads that cannot turn
- Describe the physical characteristics of Amazon River dolphins based on details found in both selections.

Amazon River dolphins are a whitish gray or pink. They are dark on the top of their bodies and a lighter color underneath.

56

Unit 2 Week 5 Cold Reads D

On-Level

- According to information in both selections about breathing, how does your body change when you face fear or stress?
 - You breathe deeply.
 - You hold your breath.
 - Your breathing gets faster.
 - Your breathing gets slower.
- According to the information found in both selections, your heart responds to fear or stress by —
 - stopping
 - slowing down
 - skipping a beat
 - beating more quickly
- Which sentence from “Stressed Out” supports the idea from “Fight or Flight” that your body physically responds?
 - Some days there is so much to do—cleaning your room, doing your homework, practicing your instrument . . .*
 - You might feel a little stressed out.*
 - You'll probably notice your muscles feel a little tight.*
 - You can try some deep breathing or stretching exercises.*
- Which of these ideas is found in both selections? Both selections suggest that your body —
 - seeks protection
 - pumps blood quickly
 - requires breathing to stay calm
 - reacts physically to some situations
- Based on the information in these two selections, how does your body's response to stress differ from your body's response to fear?

With fear, your body sends chemicals to your brain and sends more blood to your muscles in order to flee a situation. With stress, your muscles might become tight.

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Unit 2 Week 5 Cold Reads OL

Advanced

- Read these sentences from the first selection. “Testers play a game many times. They make notes about any problems.” Which sentence from the second selection supports the idea expressed in these sentences?
 - In many ways, Cho's day at work is different from most people's.*
 - He also writes long e-mails with detailed paragraphs explaining problems with the games.*
 - While on the job, he must analyze, or check, games very carefully.*
 - Finishing his testing by a certain date can be stressful for Cho.*
- What information from “Video Game Tester” supports the idea from “Cho's Typical Day” that a tester is looking for problems in a game?
 - A game tester works for a video game production company.*
 - A tester's job begins when a game is close to its final stages of development.*
 - A tester may find, for example, that a game's menu does not work correctly, or that pushing a button on the controller does not perform the correct action.*
 - This process may take months.*
- Based on information in both selections, video game testers —
 - take many breaks in a day
 - do not need to go to school
 - spend all day playing to win
 - provide feedback on problems
- Using details from both selections, describe the skills that a video game tester needs for this job.

A video game tester needs to have the ability to make notes about a game, attend meetings, and communicate through email.

- Based on information from both selections, how is being a video game tester stressful?

A tester's job begins in the final stages of development and often must finish by a certain date.

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Unit 2 Week 5 Cold Reads A

WEEK 11

UNIT 3, WEEK 1

Developing

- How does Lucas feel at the beginning of the selection?
 - Tired from practice
 - Hopeful he will jump far
 - Happy that he is able to jump
 - Angry that he was late to practice
- Which detail from the selection tells about Lucas's challenge?
 - Lucas felt like his legs and arms were pumping in slow motion.
 - Coach Singleton approached Lucas . . .
 - Lucas realized the beginning of the jump was his problem.
 - . . . he looked over at Coach Singleton, who was smiling.
- After listening to Coach Singleton's advice, Lucas —
 - wins the track meet
 - pictures himself succeeding
 - decides to quit the long jump
 - needs to examine more videos
- Describe Coach Singleton's interactions with Lucas before taking the team into the locker room.

Coach tries to help Lucas become a better jumper in each interaction by telling him to get his knees up and encouraging him.

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Unit 3 Week 1 Cold Reads D

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On-Level

- How does Rob's interaction with Jayla at the beginning of the selection help him? She —
 - gives him advice on moves
 - advises him on the costumes
 - provides him with decorations
 - makes him look forward to the show
- What sentence from the selection shows Rob's thoughts about the talent show after Jayla gets hurt?
 - "We have the coolest act for the talent show!" cried Jayla.
 - He showed Jayla two magician costumes, complete with top hats and magic wands.
 - The duo practiced their act, memorizing their amazing tricks.
 - "Jayla, we will just have to forget about the talent show," Rob said gloomily as Jayla rested on the couch.
- How does Jayla feel about the performance in the talent show?
 - Angry
 - Content
 - Excited
 - Nervous
- Why does Rob surprise Jayla at the beginning of the selection?
 - He wants new costumes.
 - He does not want to do the show.
 - He enjoys giving presents to his friends.
 - He knows she is excited about the show.
- How does Jayla change Rob's mind about performing the show after she goes to his house?

She encourages him and practices with him by helping him with movements and tricks.

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Unit 3 Week 1 Cold Reads OL

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Advanced

- Which sentence tells you how the children felt about realizing they needed money for gas?
 - "Father, I have a paper route after school," Robert said.
 - They all gave money to their parents to help pay for the home.
 - They had created kites out of brown paper and mixed flour and water for glue.
 - The three children nodded glumly.
- What detail shows a challenge the children faced?
 - Their fathers worked at the same factory in their village.
 - "You kids go out and have some fun now," she encouraged.
 - They did not have money to buy new toys, so the kids made their own.
 - But George wasn't giving up on the idea.
- Why do the three children have jobs? They —
 - want to buy new toys
 - are helping their families
 - enjoy working after school
 - need to plant a new garden
- How does Mr. Johnson interact with the children?

He thanks them for helping out by getting jobs.

- How does George respond to Robert's being disappointed about the cost of gas?

George has the idea of helping Mrs. Smith with her garden in exchange for gas so they can go on the camping trip.

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Unit 3 Week 1 Cold Reads A

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WEEK 12

UNIT 3, WEEK 2

Developing

- What sentence contains details that are important to the setting?
 - A *Mario put the controller down and thought about what had happened that morning . . .*
 - B *He asked his mom if he could use the computer to do some research.*
 - C *. . . the beam of the flashlight shone on some rabbit tracks among the flowers.*
 - D *His mother's face lit up like a flower in the bright country sun.*
- What detail from the selection best explains the problem in the story?
 - A *Mario was startled by his mother's "Oh, no!"*
 - B *Mario noticed the nibbled leaves from the kitchen window as he got ready for school . . .*
 - C *Mario put the controller down and thought about what had happened that morning . . .*
 - D *"We are looking for netting," Mario explained while at the village garden shop.*
- Which sentence shows the climax, or turning point, of the selection?
 - A *He saw that she was working so hard . . .*
 - B *He thought for a moment, and then he knew just what to do.*
 - C *The next day, Mario enlisted his uncle's help.*
 - D *When his mother arrived home, Mario and his uncle were waiting in the backyard.*
- How does the setting influence the solution to the story?

The garden is the setting, and it needs netting to protect Mom's flowers.

On-Level

- What is the conflict in paragraph 1?
 - A There are not enough volunteers.
 - B The shelter animals have no homes.
 - C Most people prefer boxers and collies.
 - D Some animals don't like to ride in cars.
- The problem is resolved when —
 - A Mrs. Garcia begins the meeting
 - B Olivia remembers her friend in New York
 - C they come up with a plan to transport the animals
 - D there is an overpopulation of animals in the county
- What sentence shows how Mrs. Garcia responds as the plot moves to resolution?
 - A *"I would send dogs to my son if I could, but . . ."*
 - B *"I wish we could send her Tyson!"*
 - C *Mrs. Garcia warmed to the idea.*
 - D *Soon, Tyson was traveling two hundred miles to his new home!*
- It is important that Olivia wishes they could send Tyson to New York because her wish —
 - A makes the group think about how to find homes
 - B gives James the idea to take pictures of Tyson
 - C finds a new home with a new family for Tyson
 - D leads Mrs. Garcia to ask her staff to have a meeting
- How does the setting of the animal shelter impact the plot?

The animal shelter is overpopulated, and they need to think of new ways to find the animals homes.

Advanced

- Which sentence contains a descriptive detail that shows what the setting is?
 - A *Jessica marched into the classroom with her backpack on tight and began writing the date on the board.*
 - B *"But, Mrs. Green, don't you want me to keep everyone in my group on task?" asked Jessica.*
 - C *She made sure everyone in their group had a chance to contribute.*
 - D *"Besides, our group gave the best presentation."*
- Which detail about Jessica shows that the plot of the selection is moving toward resolution?
 - A *"Mrs. Green won't mind," Jessica replied.*
 - B *Jessica frowned.*
 - C *"Besides, our group gave the best presentation."*
 - D *"It's good to be a part of the team," smiled Jessica.*
- The problem of Jessica being upset is solved when —
 - A Jessica writes the date on the board to help Mrs. Green
 - B Lily finds Jessica eating lunch alone and goes to talk to her
 - C Mrs. Green divides the class into groups to do an assignment
 - D Jessica realizes that other students should get a turn to be a leader
- What is the climax, or turning point, in the selection?

Jessica realizes that Lily is doing a good job as leader of the group.

- In the falling action of the selection, what change does Lily see in Jessica?

Lily sees Jessica go from being angry she wasn't a leader of the group to saying that their group gave the best presentation.

WEEK 13

UNIT 3, WEEK 3

Developing

- What detail from the selection best explains why the author included details about her dad?
 - (A) *This way, I learned about tools and cars.*
 - (B) *After high school, I went to college . . .*
 - (C) *. . . as soon as I sat down in my first class, I knew I had made the right decision.*
 - (D) *I enjoy imagining how to design safer cars.*
- Which sentence supports why the author wrote the selection?
 - (A) *When I was a little girl, I used to watch my father work on his cars.*
 - (B) *When I was in high school, I helped him even more.*
 - (C) *I am part of a team that is improving the first car that drives itself.*
 - (D) *It was my dad, my love for figuring out how things work, and a lot of hard work.*
- The author wrote "The Engineer" most likely to —
 - (A) show how to become an engineer
 - (B) explain why she became an engineer
 - (C) inform the reader that engineering is fun
 - (D) persuade the reader to study engineering
- The author most likely included information about college to —

The author most likely included information about college to show how she
changed something she enjoyed doing with her dad into something she
could study.

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Unit 3 Week 3 Cold Reads D

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On-Level

- What sentence from the selection explains why Pablo needs an electric ear?
 - (A) *No, I'm not a robot.*
 - (B) *. . . which means that I could not hear the sounds around me.*
 - (C) *When I was small, this kind of implant had not been invented yet . . .*
 - (D) *. . . she said I would have an operation to place the implant in my ear.*
- The author most likely included the fifth paragraph in the selection to —
 - (A) provide more information about his impairment
 - (B) express his concerns about being hearing impaired
 - (C) inform the reader of the results of getting an implant
 - (D) give information on how to live being hearing impaired
- Which text evidence did the author include to express his feelings about having an electric ear?
 - (A) *My name is Pablo, and I have an electric ear.*
 - (B) *Sign language let me use my hands to "speak" with my family and friends.*
 - (C) *When I was about ten years old, my parents told me that I would be getting an implant.*
 - (D) *I can still remember the first time I could hear my parents' voices. We all cried.*
- The author wrote "My Electric Ear" mostly to —
 - (A) entertain with a fun story
 - (B) inform others about implants
 - (C) express his opinion about operations
 - (D) persuade people to get hearing checks
- Why did the author include the second paragraph?

The author included the second paragraph to inform the reader about what
it means to have a hearing impairment. The author describes how his
parents knew he had a hearing impairment and what the doctor said.

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Unit 3 Week 3 Cold Reads OL

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Advanced

- What sentence from "Life as an Electrician" gives important information about why the author wrote the selection?
 - (A) *Modern cars wouldn't run because they depend on electrical systems.*
 - (B) *My parents kept telling me to leave him alone, but he didn't seem to mind.*
 - (C) *I wanted to know the what, the why, and the how of it.*
 - (D) *You must also have good eyesight and be able to see colors clearly.*
- The details from the author's childhood relate to the information at the end of the selection by showing that —
 - (A) the things the author was interested in as a child are things electricians do
 - (B) following the electrician was all he needed to do to be an electrician
 - (C) everything one needs to know about being an electrician can be learned as a child
 - (D) his parents had to convince him to go to school to be an electrician
- The author wrote "Life as an Electrician" most likely to —
 - (A) persuade people to study about electricity in school
 - (B) describe school projects that are able to use electricity
 - (C) express an opinion about electricians being in good shape
 - (D) inform others of his interest in and path to being an electrician
- Why did the author include the second paragraph?

The author's purpose for writing the second paragraph was to explain how he
was interested in electricity even as a child.

- What was the author's purpose for including the paragraphs about learning about electricity in school?

The author's purpose was to provide information about what there is to do and
learn about being an electrician.

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Unit 3 Week 3 Cold Reads A

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WEEK 14

UNIT 3, WEEK 4

Developing

- In "Ant, Person, Elephant," Amy is willing to learn a new game. Which sentence from "Go-Go-Im" shows that its characters are like Amy?
 - I'd been saving apricot pits all summer, and I now had a giant bag full of them.*
 - I'd also been collecting cardboard to make targets for the game.*
 - They wanted to see what this "awesome game from Israel" was all about.*
 - I showed them how it was done.*
- How are the narrator's feelings about the game revealed in "Go-Go-Im"?
 - I'd also been collecting cardboard to make targets for the game.*
 - As he walked up to my table, my best friend Tom was joined by Clara, Maddie, and Dom.*
 - I had been talking about it all summer, and I hoped that it would live up to their expectations.*
 - Soon, everyone was tossing apricot pits, challenging each other to see who could get the most points.*
- How are Gita in "Ant, Person, Elephant" and the narrator from "Go-Go-Im" similar? They both —
 - make new friends in school
 - teach games from another country
 - tell stories about games they enjoy
 - take a risk to learn something new
- How are the feelings of Amy in "Ant, Person, Elephant" and the narrator from "Go-Go-Im" different?

Amy is curious about learning a new game, while the narrator is excited about teaching a new game.

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Unit 3 Week 4 Cold Reads D

On-Level

- How does Isabella reveal her feelings about hearing her mom's memories in "Common Ground"?
 - My mom and I were bringing sweet plantains to Mrs. Garcia, our new neighbor.*
 - They talked about the paths they had taken to become citizens.*
 - I watched my mom as she spoke with Mrs. Garcia.*
 - "How about you tell me some more about Guatemala instead?" I said.*
- In "Sharing Cultures," Malia happily shares her culture with the school. Which sentence from "Common Ground" shows how Isabella is different from Malia?
 - I'd been reading my comic book and wasn't all that excited about going.*
 - I sat down and listened as she and my mom traded stories about immigrating to the United States.*
 - I had thought I'd heard everything before.*
 - This time, though, my mom was sharing some new memories.*
- How does the narrator show the feelings of the main character in "Sharing Cultures"?
 - "Where shall I put it?" she asked her teacher.*
 - She was afraid she would forget a step and fall on the floor.*
 - Everything smelled delicious.*
 - Malia's dance was first.*
- How are Isabella in "Common Ground" and Malia in "Sharing Cultures" similar? They both —
 - like to cook and dance
 - are students at the same school
 - express themselves through words
 - share food from their native countries
- What are Isabella's and Malia's feelings toward their cultures of origin?

They are both proud of the cultures their families come from.

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Unit 3 Week 4 Cold Reads OL

Advanced

- Which sentence shows how the narrator reveals the feelings of the main character in "What's in a Word"?
 - I was excited, but I wondered if we'd have anything in common.*
 - "I love your jumper, Katie," she said as we walked upstairs.*
 - We even discovered we both belong to the same online reading club.*
 - "By the way," she said with a smile, "a jumper is a sweater."*
- How do Daniel's feelings change from the beginning of "Sky Stones" to the end? They change from —
 - angry to calm
 - anxious to excited
 - happy to concerned
 - nervous to confident
- How are Katie in "What's in a Word" and Daniel in "Sky Stones" similar? They both —
 - give a speech
 - feel nervous about something
 - enjoy spending time with their family
 - create new pieces of art with their hands
- In "What's in a Word?" how does Katie feel when Pippa says, "I love your jumper"?

She is confused because she doesn't know what Pippa means.

- How is the point of view in "Sky Stones" different from the point of view in "What's in a Word"? Provide text evidence that helps you explain.

"Sky Stones" has third person point of view. The author uses the main character's name, Daniel. "What's in a Word?" has a first person point of view, with the pronouns I and we being used throughout the selection.

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Unit 3 Week 4 Cold Reads A

WEEK 15

UNIT 3, WEEK 5

Developing

- What does the figurative language "A watercolor painting" describe?
 - A Art
 - B Clouds
 - C Stars
 - D Sunset
- Read the last stanza. The word "whoosh" is an example of onomatopoeia. Which of the five senses does the word whoosh appeal to?
 - A Hearing
 - B Sight
 - C Taste
 - D Touch
- What line from the poem helps the reader imagine the way a night sky looks?
 - A *It was late afternoon,*
 - B *I glanced at the skies—*
 - C *I couldn't believe my eyes!*
 - D *A new canvas to view.*
- What words does the author use to compare the sky to a work of art? Choose two details to support your answer.

The author calls the night sky a new canvas, which is the material some paintings are made on. The author calls the sky a watercolor painting brushed across the sky.

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On-Level

- The poet uses repetition by including the line(s) —
 - A *I saw the different things you did,*
 - B *I felt you push, I heard you call, I could not see yourself at all—*
 - C *O you that are so strong and cold,*
 - D *O wind, a-blowing all day long, O wind, that sings so loud a song!*
- The poet uses the words "like ladies' skirts" to describe the sound of —
 - A sky
 - B wind
 - C kites
 - D songs
- What words from the poem create the image of wind moving?
 - A *blow the birds*
 - B *sings so loud*
 - C *strong and cold*
 - D *all day long*
- The poet uses figurative language in the line "Are you a beast of field and tree" to show —
 - A the music of the wind
 - B the stillness of the wind
 - C the strength of the wind
 - D the temperature of the wind
- How does the poet use the line "I saw you toss the kites on high" to engage the reader's senses?

It engages the reader's sense of sight. The reader is able to imagine the image of a kite being "tossed" around. This suggests that the kite is moving up and down, just like a ball or toy being tossed.

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Advanced

- What line from the poem helps you picture what the cat looks like?
 - A *From high atop the tallest trees*
 - B *His eyes still sparkle orange-gold*
 - C *But he can leap and climb up still*
 - D *And catch them now in his mind's eye,*
- What detail from the poem combines with the line "His once bright stripes of marmalade" to help the reader imagine the cat's fur?
 - A *A tiger cat*
 - B *Shadows down the hall*
 - C *A catnip mouse*
 - D *Of hunting days*
- Which metaphor from the poem helps the reader imagine the cat as a hunter?
 - A *His realm is now inside my house,*
 - B *His fiercest prey a catnip mouse,*
 - C *To sit and watch the birds fly by*
 - D *Then curl right up onto my lap*
- Why does the author include the metaphor "His own special delivery"?

The metaphor compares the gifts that the cat brings his owner with a special delivery mail package. The author includes this to show that the cat used to love bringing gifts to his owner.

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WEEK 16

UNIT 4, WEEK 1

Developing

- The pilot helps the merchant and his team of men by —
A showing them the best place to sell their wares
 B telling them in which direction they should travel
C finding the best wagons and oxen to pull the wagons
D explaining to them how to read the stars and find water
- What does the boy do to help the other characters in the story?
A Finds food
 B Digs for water
C Looks for grass
D Cares for the oxen
- Which sentence shows how the pilot feels about traveling another day in the desert?
A *The pilot could read the stars and tell the men in which direction to travel.*
B *The sun shone so brightly that the desert was as hot as an iron, and the men and animals could not travel by day.*
 C *The pilot realized this was not a good situation.*
D *"Quick, someone fetch the spade and hammer!" he commanded.*
- What does the pilot do to help the other characters when he realizes they will die if they do not find water?

The pilot searches for grass because he knows that grass can only grow if water is nearby.

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Unit 4 Week 1 Cold Reads D

On-Level

- Read paragraph 6. What character trait helps Molly escape from the giant?
A Helpfulness
 B Intelligence
C Being nervous
D Being ordinary
- Read this sentence from the selection.

Rose and Petunia trembled, but Molly declared, "We will have dinner finished before he knows we're here, if you will be so kind."

What does Molly being bold in this sentence lead the sisters to do?

- What does Molly being bold in this sentence lead the sisters to do?
A Walk home
 B Enter the house
C Run from the giant
D Play with the woman
- What is one thing Molly's bravery leads her to do?
A Arrive home
 B Knock on the door
C Speak to her sisters
D Swim across the river
- Read this sentence from the selection.

Rose and Petunia were afraid to try.

What does Molly being brave lead the sisters to do after this sentence?

- What does Molly being brave lead the sisters to do after this sentence?
 A Cross the bridge
B Eat with the giant
C Knock on the door
D Walk down the road
- How is Molly's character different from her sisters' characters?

Molly is brave and takes chances, while her sisters are afraid to do anything.

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Unit 4 Week 1 Cold Reads OL

Advanced

- What does Thor being fearless cause him to do in paragraph 4?
A Cook
B Eat
 C Fish
D Sing

- Read this sentence from the selection.

He was surprised at the speed of Thor's oaring.

What does this sentence tell you about how Hymer felt about Thor? He —

- What does this sentence tell you about how Hymer felt about Thor? He —
A was fearful of the sea serpent
B had predicted the bravery of Thor
 C had underestimated Thor's strength
D was glad to have Thor's help fishing
- Which detail shows how Thor feels about Aegar's request?
A *To get it, however, would be dangerous.*
 B *"I live for a challenge!" answered Thor.*
C *Thor rowed them to shore.*
D *Thor told the story of his adventures.*

- How is Hymer different when he is at sea and when he is home?

When Hymer is at sea he is fearful and trembles, but at home he feels brave.

- Read this detail from the selection.

Thor boasted all night long of his adventures.

What can the reader infer about the reason Thor accepted Aegar's challenge?

Thor enjoys bragging about conquering the challenge.

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Unit 4 Week 1 Cold Reads A

WEEK 17

UNIT 4, WEEK 2

Developing

- What detail from the selection helps to show John Henry's feelings about himself?
 - A *John Henry got work building the Chesapeake and Ohio Railway.*
 - B *"I can drive more steel than ten men," Henry told his boss, Captain Tommy.*
 - C *"Lil' Bill," he said, "come and hold the steel for the new man. We'll see how well he pounds."*
 - D *Captain Tommy inspected the work and declared, "John Henry, you were made to smash hard rock!"*
- Read these sentences from the selection.

John Henry swung the hammer above his head, over and over. Everyone who gathered stared as he pounded.

- What does the paragraph tell the reader about John Henry's character? He is —
- A angry
 - B helpful
 - C determined
 - D excited
- What is the main theme of the selection?
 - A Bragging is all right if you can prove you can do it.
 - B When someone is strong, they can beat a machine.
 - C If you work hard, your boss will give you more work.
 - D Having confidence in your abilities can help you succeed.
 - What do John Henry's actions working on the railroad tell the reader about his values?

He enjoys hard work and isn't afraid of a challenge.

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Unit 4 Week 2 Cold Reads D

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On-Level

- Which is one of Joe's successes?
 - A Being known as a donkey
 - B Knocking a train off the tracks
 - C Stirring tubs of hot steel with his hands
 - D Making steel cooler by pouring water on it
- Read paragraph 4 from the selection. In what way does it show how Joe feels about his crew? It shows that Joe —
 - A values their lives
 - B thinks they work hard
 - C does not care about them
 - D is angry because he does all the work

- Joe's actions show the reader that he —
 - A is brave and respects people
 - B cares only about steel workers
 - C enjoys working hard at the mine
 - D does not like working with others
- Which detail(s) helps the reader infer a theme of the selection?
 - A *Maybe that's because he was born in an iron ore mine and raised in a furnace!*
 - B *At the steel mill, Joe did the work of twenty-nine men.*
 - C *He looked up and saw that a crane holding molten steel was about to break and release its contents onto everyone below.*
 - D *Joe may have been a man of steel, but he didn't have a heart of steel. He had a heart of gold.*

- What is the main theme of the selection?

Being brave and selfless can save the lives of others.

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Unit 4 Week 2 Cold Reads OL

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Advanced

- Read paragraphs 2 and 3. What do Davy's words imply about Sally Ann?
 - A She can win any race.
 - B She is tough and strong.
 - C She is scared of alligators.
 - D She can save one hundred lives.
- Read this paragraph from the selection.

"What has gotten into you, Mike Fink? Are you ill? Do I need to take your temperature?"

- This sentence tells the reader that Sally Ann is —
- A sad
 - B calm
 - C happy
 - D nervous
- Which sentence best supports a theme of the selection?
 - A *Sally Ann Crockett was known near and far for being the toughest woman in the land.*
 - B *One day, a boatman named Mike Fink got tired of hearing Davy Crockett's boasting.*
 - C *So, the next day, Mike Fink dressed up as an alligator and hid in the bushes to wait for Sally Crockett.*
 - D *Mike Fink was so embarrassed that he decided that he would never try to scare Sally Ann again.*

- What do Sally's actions tell the reader about her?

She is not fearful and stays calm.

- What is a theme of this selection?

No surprise situations will scare you when you are tough, calm, and confident.

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Unit 4 Week 2 Cold Reads A

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WEEK 18

UNIT 4, WEEK 3

Developing

- Which line is an example of dialogue said by Andrew?
 - A *Caring for a dog is a big responsibility. You know that, right?*
 - B *Sure! You feed it, and walk it, and . . . make sure it has a nice bed and toys to play with.*
 - C *Andrew, that plant doesn't look too good!*
 - D *Let it dry out for a few days and see if it gets better.*

- Read these lines from the selection.

(DAD is making dinner. MOM is reading the newspaper. ANDREW is reading a book about dogs.)

What element of a play is shown in these lines?

- A Cast
 - B Setting
 - C Dialogue
 - D Stage directions
- Read the stage directions in Scene 2. Which word from the stage directions best describes Dad's emotions in Scene 2?
 - A *comes*
 - B *looks*
 - C *frowns*
 - D *takes*
 - Read Scene 2. What are Andrew's actions after he gets a plant?

He waters his plant too much. It overflows.

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Unit 4 Week 3 Cold Reads D

On-Level

- Which example from the selection describes something the audience hears?
 - A **Scene 1** (DAD is finishing a cup of coffee. KEVIN is eating cereal.)
 - B **DAD:** *Tell you what—I'll start with the laundry while you finish your breakfast. Bring the iron and ironing board in here, okay?*
 - C (DAD comes into the living room to look at KEVIN's work. He frowns when sees that KEVIN has missed many areas of the carpet.)
 - D (DAD makes motions with his hands to show KEVIN.)
- Based on the final stage direction from Scene 2, how does Kevin feel?
 - A Tired
 - B Bored
 - C Cheerful
 - D Disgusted
- Which line of dialogue shows Kevin's feelings in Scene 1?
 - A *Do you remember our agreement?*
 - B *Yeah, I remember.*
 - C *Well, there's no better time to learn!*
 - D *Bring the iron and ironing board in here, okay?*
- Dad helps Kevin learn to enjoy cleaning more by —
 - A singing a song
 - B listening to music
 - C eating his breakfast
 - D playing video games
- Read the dialogue in Scene 1. How does Dad respond when Kevin says he does not know how to clean?

Dad suggests it is a good time to learn how to clean.

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Unit 4 Week 3 Cold Reads OL

Advanced

- Which line of dialogue explains to the audience why Maria is upset?
 - A *I know you are disappointed, Maria. Why don't you go read your new book about the planets?*
 - B *My goodness, what's the matter?*
 - C *Well, it's just that it's been raining forever. And I wanted to ride my new bike today. I'm so bored!*
 - D *Oh, no? It's easy. I'll show you my special folding method.*
- Read the stage directions from Scene 1. What is Maria doing at the beginning of Scene 1?
 - A Riding her bicycle
 - B Talking with her uncle
 - C Looking out the window
 - D Making paper airplanes
- Which sentence suggests how Maria feels about the rain? Maria —
 - A loves staying inside
 - B has fun reading books
 - C is bored and disappointed
 - D enjoys helping her mother
- Read the dialogue after Uncle Juan enters. What does Uncle Juan suggest Maria do while she is stuck indoors?

He suggests she make paper airplanes and offers to teach her how.

- What do the stage directions show about Maria's emotions after Uncle Juan helps her?

Her mood gets better, and she enjoys her time with Uncle Juan.

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Unit 4 Week 3 Cold Reads A

WEEK 19

UNIT 4, WEEK 4

Developing

- Which text evidence helps the reader determine the selection's theme?
 - A *Finally, the train arrived at the station!*
 - B *Amanda waved good-bye to her father as he continued on his way.*
 - C *The next day, she and her aunt went out shopping.*
 - D *Amanda realized that although New York had many more people, the city also had many of the same things her town did.*
- Which detail in paragraphs 2 and 3 helps determine a theme?
 - A *As she watched the countryside fly by, Amanda thought about her trip.*
 - B *In fact, Amanda was certain that when she was older, she would move to a big city instead of living in a little country town as she did now.*
 - C *As Amanda stepped onto the platform, she noticed everyone rushing and dashing about.*
 - D *It seemed as if they all had somewhere important to be!*
- Which sentence does the author use to suggest that Amanda will experience an important change in her thinking?
 - A *Amanda and her father had been on the train all morning.*
 - B *They stopped at a small neighborhood store.*
 - C *Amanda was surprised when she entered.*
 - D *As the storeowner greeted her aunt by name, Amanda looked around.*
- Why was Amanda going into the store with her aunt important in developing a theme of this selection?

It was important because it made Amanda realize that big cities are more similar to small towns than she previously thought.

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Unit 4 Week 4 Cold Reads D

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On-Level

- Which phrase could be added to the title to make an inference about the theme?
 - A *scraps from almost everyone*
 - B *old green tie*
 - C *perfect straight seams*
 - D *labor of love*
- Which detail shows what Maddie's grandmother thinks is important?
 - A *she could be playing with someone, or reading, or drawing*
 - B *her grandmother—Nana—was determined that Maddie learn*
 - C *the quilt was created a long time ago when Nana's great-grandmother collected clothing scraps*
 - D *the love she had for her parents, her aunts and uncles, and even her little brothers*
- Which words from the selection tell you the importance history plays in developing the story's theme?
 - A *impossibly perfect, she hated working on it*
 - B *Maddie sighed, don't be so impatient*
 - C *many wonderful memories, our family—our stories*
 - D *her stitches were crooked, I'm just not good at sewing*
- Which sentence does the author use to suggest that Maddie has experienced an important change?
 - A *Over time, the blocks had faded and the quilt had softened.*
 - B *"If you move your fingers too quickly and don't pay attention . . . well, crooked stitches show up."*
 - C *Everywhere she looked, there was a family story, waiting to be told.*
 - D *She realized how much she loved the quilt and found herself sewing. One. Straight. Stitch. At. A. Time.*
- What inference can you make about how Nana's words shape Maddie's actions? Cite text evidence that supports your inference.

Nana encourages Maddie to not "be so impatient" and to think of good family memories as she sews. This causes Maddie to slow down, think of the love she has for her family, and sew the quilt carefully.

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Unit 4 Week 4 Cold Reads OL

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Advanced

- Which text evidence helps you determine the selection's theme?
 - A *Her parents owned The Daily Telegraph.*
 - B *Their competition was The Observer.*
 - C *It seemed as if everyone read that paper.*
 - D *Lily was proud of herself for helping her family.*
- The detail "*working up her courage*" tells you that —
 - A Lily is not sure how she can help her family
 - B Lily feels scared but wants to help her family
 - C Thompson and Sons has said no to her request, so she must keep trying
 - D others have the same idea as Lily, and she has to fight for what she wants
- Which statement from the selection helps you infer a main theme of the story?
 - A *How could Lily help?*
 - B *. . . right now her only job, other than schoolwork, was folding the newspapers each day.*
 - C *Then, she remembered that Thompson and Sons printing company had recently shut down . . .*
 - D *Lily was excited too—it was the beginning of a new adventure for the newspaper!*
- How does the title help you infer the theme of this selection? Use ideas from the selection.

It helps me infer the theme of helping family because Lily helps her family solve a big problem when she comes up with the idea of buying a used press.

- Why was Lily remembering that Thompson and Sons had recently shut down important in developing a theme of this story?

Lily remembering that Thompson and Sons had recently shut down was important because she was able to make it possible for her parents to get a steam-powered press and compete with the other newspaper.

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Unit 4 Week 4 Cold Reads A

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WEEK 20

UNIT 4, WEEK 5

Developing

- 1 What text evidence tells the main idea of "The Origins of Summer and Winter"?
A *Bitter cold winds blew, and the corn stopped growing*
B *He reminded her of Shakok's great temper.*
C *Her father ordered her to bring Miochin to the village.*
D *The people came to have both Summer and Winter*
- 2 What familiar topic do these myths both tell about?
A The need to believe in others
B The struggle between opposites
C The desire to save others from danger
D The importance of being generous to others
- 3 What is one similarity between the characters in The "Origins of Summer and Winter" and "How Seasons Arrived"?
A Shakok and Hades are both in charge of winter.
B Co-Chin's father and Demeter both watch over crops.
C Miochin and Demeter are both able to solve the problem.
D Co-Chin and Persephone are both daughters of important people.
- 4 How are the main ideas of "Origins of Summer and Winter" and "How Seasons Arrived" similar to each other? Provide evidence from the selections.

They are similar because they both show how the seasons came to be. In the first selection, the author says, "And with this method, the people came to have both Summer and Winter." In the second selection, the author says, "When Persephone visited Demeter, the plants and crops grew. But when she went to the Underworld, nothing grew at all."

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Unit 4 Week 5 Cold Reads D

On-Level

- 1 What is a common theme in "The Myth of Prometheus" and "Maui Brings Fire to the World"?
A Humans need fire for happiness.
B Humans need to travel the world.
C The gods of fire share gladly with humans.
D The gods of fire want humans to have warmth.
- 2 Which action does Maui repeat in "Maui Brings Fire to the World"?
A Waking up the villagers
B Promising to care for the fire
C Breaking off branches of a certain type of tree
D Throwing Mahuika's fingernails into the stream
- 3 Which event occurs in both selections?
A The taker of fire is rewarded.
B Humans ask the gods for fire.
C Gods are deceived to get fire.
D Gods punish the taker of fire.
- 4 Why is Zeus angry when he finds out what Prometheus has done?
A Having fire will harm humans.
B Humans were happy with fire.
C Only the gods are allowed to have fire.
D Zeus asked Prometheus to stay on Mount Olympus.
- 5 How are these two myths different?

They are different because Prometheus gets punished and Maui does not. The villagers already have fire in the second myth, but in the first one only the gods do.

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Unit 4 Week 5 Cold Reads OL

Advanced

- 1 These two myths both discuss the topic of —
A gods of the sky
B creatures of land and sea
C people running away from danger
D star formations we can still see today
- 2 These myths are examples of —
A moral lessons
B trickster myths
C creation stories
D friendship tales
- 3 Why did Coyote toss all the stars into the sky?
A Coyotes need light to hunt at night.
B The fire god requested Coyote's help.
C Coyote was impatient with the fire god's method.
D It was easier for Coyote to toss them than hang them.
- 4 How are these two myths different? Use evidence from the text.

These two myths are different because in the first one, there are already stars, and Zeus just adds more. The selection shows this when it says, "He placed them among the constellations." In the second one, there are no stars in the night sky before the fire god adds them. It says, "the fire god began placing stars into the night sky."

- 5 What are these two myths attempting to explain?

These two myths are attempting to explain how the stars and constellations were created.

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Unit 4 Week 5 Cold Reads A

WEEK 21

UNIT 5, WEEK 1

Developing

- Which animal mentioned in the selection could live in the part of the ocean shown in the picture?
 A Orca
 B Anglerfish
 C Giant squid
 D Vampire squid
- What detail in paragraph 1 is helped by the picture?
 A *Do you ever wonder what it would be like to live deep in the ocean?*
 B *Many sea animals have not seen the ocean floor, either.*
 C *The deep ocean is cold, dark, and hard to live in.*
 D *But the ocean is actually full of interesting creatures from top to bottom.*
- The picture of the ocean is included to show —
 A how deep the ocean is
 B how deep humans can dive
 C a place where swimmers can avoid sharks
 D a place in the ocean where animal life is found
- What information does the picture provide that the selection does not?
The picture shows some of the special equipment that a scuba diver uses in order to explore in the ocean. The selection does not describe the equipment.

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Unit 5 Week 1 Cold Reads D

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On-Level

- Which detail from paragraph 3 does the diagram show?
 A *Divergent earthquakes happen when the plates are pulled apart.*
 B *This type usually happens at the bottom of the ocean.*
 C *Divergent earthquakes can cause tidal waves hundreds of feet high.*
 D *A tidal wave is many times bigger than most ocean waves.*
- Based on the diagram, a strike-slip earthquake can —
 A cause a tidal wave
 B break a highway apart
 C push one plate under another
 D cause water to enter Earth's core
- From the diagram, you can see that in a convergent earthquake —
 A both tectonic plates are forced upward
 B both tectonic plates are forced downward
 C one tectonic plate slides on top of the other
 D the tectonic plates are pulled in opposite directions
- The diagram of the earthquakes is included to show —
 A why earthquakes are dangerous
 B how to avoid being in an earthquake
 C the places that have lots of earthquakes
 D the plate movements that cause earthquakes
- How do the arrows in the diagram support the information in the selection?

The arrows show the directions the tectonic plates move during an earthquake. The arrows make it easy to see what the text describes.

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Unit 5 Week 1 Cold Reads OL

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Advanced

- The diagram shows some of the details described in what part of the selection?
 A Paragraph 1
 B Paragraph 2
 C Paragraph 3
 D Paragraph 4
- Which food is mentioned in the diagram but not in the selection?
 A Oils
 B Fruits
 C Sugar
 D Vegetables
- Which part of the selection helps the reader understand that kids do not eat enough fruits and vegetables?
 A Paragraph 1
 B Paragraph 2
 C Paragraph 3
 D Paragraph 4
- Summarize the information shown in the diagram table. Does this information support the selection?
The diagram shows that boys and girls need to eat vegetables, fruits, dairy, grains, oils, and protein foods. The information in the diagram supports the selection.
- What is one fact from the selection that is not shown in the diagram?
The selection explains that we eat too much salt and sugar. The diagram does not show this information.

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Unit 5 Week 1 Cold Reads A

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WEEK 22

UNIT 5, WEEK 2

Developing

- Which detail supports the idea that sports equipment has changed over the years?
A Crossing a finish line
B Baseball became popular
C They were made of leather
D Exactly what players want
- Which detail supports the central idea of the selection?
A Sometimes a new rule is added or an old one is taken away.
B Baseball became popular in America in the 1800s.
C Batting helmets were first used around the early 1900s.
D Before that, batters risked getting hit in the head by wild pitches.
- What is the main idea of the selection?
A Sports have become safer.
B Baseball is safer than football.
C Safety equipment is not required in professional sports.
D Playing by the rules is the most important aspect of sports.
- Which details from the selection support the idea that better equipment reduces a player's chances of injury on the field?

Better equipment means that athletes are safer. For example, the selection states "batters risked getting hit in the head by wild pitches" before helmets were worn. It also states, "plastic helmets improved safety" since helmets used to be leather. Shoulder pads and facemasks were also worn. Stronger equipment means players don't get hurt as much.

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Unit 5 Week 2 Cold Reads D

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On-Level

- Which detail supports the idea that comets and asteroids are similar?
A Stars that burn
B It has a tail
C They will reappear
D Also orbit the sun
- Which detail supports the idea that comets and asteroids have differences?
A Comets are made of ice and dirt and orbit the sun.
B Scientists have been able to keep track of a number of traveling comets.
C However, asteroids are made of rock, carbon, and metal.
D Even with a telescope, people can have trouble telling the difference between an asteroid and a comet.
- Which detail shows the relationship between comets, asteroids, and meteoroids?
A Gas and dust travel behind a comet
B Asteroids are made of rock, carbon, and metal
C Meteoroids are pieces of a comet or asteroid that break off
D If it lands on Earth, it is called a meteorite
- What is the central idea of the selection?
A Things from space end up on Earth eventually.
B Comets, meteoroids, and asteroids are very similar.
C Most things in space are made up of the same materials.
D Comets, meteoroids, and asteroids are all visible from Earth.
- Imagine you and a friend saw a shooting star. Use details from the selection to explain exactly what you saw.

What we saw was a meteor. It was a piece of comet or asteroid that broke off from a bigger ball in space and burned up in Earth's atmosphere.

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Unit 5 Week 2 Cold Reads OL

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Advanced

- Which detail supports the main idea of the selection?
A Japan is a small country made of several islands
B Their resources were limited
C Japan started to focus on exports in the 1960s
D Television became more common
- Which detail supports an idea about the relationship between the size of the country and the type of goods it exports?
A Japan had a hard time growing enough crops
B Computer parts did not require much space to build
C As Japan's profits grew, so did its population
D Many groups have turned to green energy like solar panels
- What is the central idea of the selection?
A How countries rebuilt after World War II
B How it is easier for smaller countries to export goods
C How such a small country has such a large economy
D How to fit a large population into a space smaller than California
- How do the details in the selection support the central idea?

The details about exporting cars and electronics show how Japan was able to create goods to export even though they are a small country in area.

- Which details support the idea that expanding the economy had a bad effect on the environment?

The details about the population and the number of exports increasing show that pollution started to increase. The details about green energy and solar panels tell the reader that Japan is fighting pollution.

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Unit 5 Week 2 Cold Reads A

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WEEK 23

UNIT 5, WEEK 3

Developing

- What is the author's main argument?
 - Vegetables are healthier than fruit.
 - Scientists disagree about food and health.
 - Both fruits and vegetables are good for you.
 - Getting the right amount of sugar is important.
- Which detail from the selection supports the author's argument?
 - Getting the right amount of calories is a significant part of being healthy.*
 - Fruits and vegetables are low in calories . . .*
 - . . . potatoes pack more potassium punch than bananas*
 - You should eat four servings of vegetables a day.*
- How does the information in paragraph 3 support the author's main argument?
 - It shows that our bodies need a lot of sugar.
 - It explains how too much fruit can be bad for you.
 - It gives examples of vegetables that are low in sugar.
 - It explains that vegetables have no sugar and are healthier.
- What is the issue being debated in this selection?

The issue being debated is whether fruits or vegetables are healthier.

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Unit 5 Week 3 Cold Reads D

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On-Level

- What is the author's main argument in this selection?
 - Sleep makes people more creative.
 - The biggest benefit of sleep is dreaming.
 - The more you sleep the more energy you have.
 - Sleep is just as important as eating right and exercising.
- Which detail supports the author's argument?
 - Everyone knows that eating right and exercising are part of a healthy lifestyle.*
 - Children in school need between nine and twelve hours of sleep a night . . .*
 - . . . it's like running an engine too long*
 - It helps build up your immune system to fight colds and diseases.*
- What evidence does the author use to show that sleep helps more people than just the one sleeping?
 - A well-rested brain affects everything you do, from playing sports to taking tests.*
 - Not sleeping enough contributes to problems like obesity.*
 - There are nearly 100,000 car crashes every year due to sleepy drivers.*
 - Many children groan when it's time for bed. They think that sleeping is not any fun.*
- Which detail from the article supports the idea that sleep benefits your brain?
 - Eventually you'll need to fill it up with gas.*
 - You are better at recognizing symbols and patterns . . .*
 - When you sleep, you might think you are doing nothing.*
 - They think that sleeping is not any fun.*
- Which details show how sleep can help students do better in school?

The author says that "a well-rested brain affects your entire body, from playing sports to taking tests. You are better at recognizing symbols and patterns that can make math easier."

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Unit 5 Week 3 Cold Reads OL

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Advanced

- Which sentence tells the reader the author's main argument?
 - Nearly 70 percent of the homes in the United States have a pet.*
 - Dogs, however, are the perfect pet for most people.*
 - Scientists are still not sure when or how dogs were tamed.*
 - Every dog today came from a long line of wolves.*
- Which detail supports the author's argument?
 - Whether you like fish, birds, cats, or hamsters, pets are great companions for people.*
 - Every dog today came from a long line of wolves.*
 - Dogs were the first animal to be domesticated.*
 - Retrievers can be trained to be guide dogs to help blind people.*
- How do the details in paragraph 4 support the author's main argument?
 - They show that all types of people love dogs.
 - They show how dogs naturally comfort people.
 - They prove that dogs are most useful in the military.
 - They give an example of how dogs can help humans.
- Which argument does the sentence "Bloodhounds are excellent at tracking other animals for hunting" support?

That detail supports the argument that dogs are useful and can do work for people all over the world.

What reasons might the author give for why having a dog is better than having a pet fish?

The author might say a dog is better than a fish because a fish can't help humans as much. It can't pull sleds, help police, or guide humans in the street.

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Unit 5 Week 3 Cold Reads A

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WEEK 24

UNIT 5, WEEK 4

Developing

- Which detail explains why a dog is called "man's best friend"?
 A Dogs can be loyal companions for people.
 B ... dogs need to be fed daily and have a well-balanced diet.
 C ... dogs can get bored without regular exercise.
 D ... a dog is a good choice.
- The details in paragraph 2 support the idea of —
 A taking care of dogs
 B dogs not getting bored
 C dogs sleeping comfortably
 D how to choose the best dog breed
- The reminder in the final paragraph supports the idea that —
 A dogs have a lot of needs
 B getting a pet is an easy decision
 C dogs are a good choice for everyone
 D everyone should consider getting a pet

4 Write the details that would allow you to explain to someone how to care for a dog. Use ideas from the selection.

To care for a dog, the owner should feed it the right amount, make sure it gets exercise, give it a comfortable bed, and make sure to groom it and take it to the vet.

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Unit 5 Week 4 Cold Reads D

On-Level

- Which detail from the selection explains the idea in the title?
 A ... making their homes in gutters and boxes.
 B If you see a bird at a bird feeder, it is most likely to be a sparrow.
 C ... they are actually an invasive species.
 D Sparrows were first brought to the United States in the 1850s.
- Which word or phrase from the selection explains why invasive species are a problem?
 A Introduced
 B Take over
 C Set free
 D Throughout
- The way sparrows interact with other birds supports the idea that —
 A sparrows must be set free to breed
 B sparrows challenge other birds for food
 C other birds can protect their nests from sparrows
 D other birds have an advantage because they are native to the area
- The author's description of sparrows as "far from harmless" supports the idea that —
 A sparrows look nice but are in fact harmful
 B there is now a very high sparrow population
 C invading species are especially harmful to birds
 D sparrows have traveled great distances from New York
- What would you say to someone who wanted to bring a new species of animal into your hometown? Use ideas from the selection.

I would say that bringing a new species into my town is a bad idea. Invasive species might harm the species that are already here. The new species may challenge other birds for the same food and homes, which leaves less food for the species already here.

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Unit 5 Week 4 Cold Reads OL

Advanced

- What is the main idea of paragraph 2?
 A Humans invented soap a long time ago.
 B The earliest soaps were likely used on cloth.
 C Historians know exactly when soap was invented.
 D People have always used soap to clean themselves.
- Which detail from the selection helps explain why some people did not use soap to clean themselves?
 A The spread of germs
 B Made of animal fat and ashes
 C Adding different ingredients
 D Soaps cost so much
- The information in paragraph 1 supports the idea that soap —
 A kills germs
 B has quite a story to tell
 C has changed a lot over time
 D is better when oil or fruit is added
- Which details from the selection support the idea that "soap has changed a lot over time"?

Originally, people used soap for cleaning wool and cloth. Then, people added fruit or oil to make soaps better. After that, men used it to shave and people started cleaning their hair. Eventually, soap became cheap enough that everyone could use it.

5 Using ideas from the selection, explain why soap made human life better.
Soap made human life better because it made clothes and people cleaner. Soap also kills germs, so people who have soap are less sick.

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Unit 5 Week 4 Cold Reads A

WEEK 25

UNIT 5, WEEK 5

Developing

- 1 What caused the Wright brothers to build a flying machine?
 A It was dangerous.
 B They had great interest in flight.
 C A customer asked them to do it.
 D They wanted to patent the airplane.
- 2 According to the selection, the Wright brothers knew that if they flew a plane they might —
 A get hurt
 B be interviewed
 C amaze the world
 D become interested in flight
- 3 The Wright brothers took their first plane near the ocean because —
 A the wind was helpful
 B there was more fuel there
 C they needed to start on water
 D they could show more people
- 4 What details are included in "Witness to Flight" that are not in "Taking to the Sky"?

"Witness to Flight" includes descriptions by people who saw the Wright brothers take their first flight.

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Unit 5 Week 5 Cold Reads D

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On-Level

- 1 Solar flares —
 A have no effect on Earth
 B cause the northern lights
 C are visible to the naked eye from Earth
 D only affect the sky in the Northern Hemisphere
- 2 Which detail from the first selection explains what causes solar flares?
 A Extra magnetic energy
 B Dancing across the night sky
 C The sun sends heat and light to earth
 D Particles might come out in a big burst
- 3 The details in the first selection support the idea in selection 2 that "you might catch a glimpse of shimmering lights" because they —
 A explain how the northern lights form
 B describe how solar flares got their name
 C describe what happens when satellites are damaged
 D explain why auroras only happen in the extreme north and south
- 4 The auroras glow because —
 A they appear so briefly
 B of the particles of energy
 C there are no satellite signals
 D they are actually caused by the sun
- 5 What needs to happen in order for humans to see the northern lights? Write out the causes and their effects.

First, the sun has to release extra magnetic energy, and that sends out particles. Then, the particles from that energy bump into gases in the Northern or Southern Hemisphere of Earth. The particles bumping into gases causes the reaction that creates the glowing lights in the night sky.

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Unit 5 Week 5 Cold Reads OL

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Advanced

- 1 Which detail is in the first selection but not the second selection?
 A There used to be life on Pluto.
 B Pluto became too small to see.
 C Scientists are not sure if Pluto exists.
 D Pluto was considered a planet but is not anymore.
- 2 The new planet was called Pluto because it was —
 A extremely cold
 B very far from the sun
 C hidden in the solar system
 D discovered during Roman times
- 3 Scientists began looking for a ninth planet because —
 A Uranus and Neptune had unusual orbits
 B the Lowell Observatory received new data
 C Clyde Tombaugh believed Pluto was not a star
 D new rules changed the definition of what a planet is
- 4 What evidence from the selections explains how Clyde Tombaugh was able to discover Pluto?

He was able to discover Pluto because he was able to look at photos of deep space and spot it.

- 5 What caused Pluto to be named "Pluto"?

A girl named Venetia heard about the planet and knew it was a long distance from Earth. Because it was so far away, she thought it should be named for Pluto, the Roman god of the underworld. Then, she told her grandfather, who told the scientists at the observatory.

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Unit 5 Week 5 Cold Reads A

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Directions: Read the selection and answer the questions that follow.

My Life as a Park Ranger

I think that I have the best job in the world. I am a park ranger. To get a job like mine, you must study geology, forestry, or another earth science. You must work very hard, but the job is rewarding. I enjoy working outdoors and sharing the wonders of nature with the visitors to my beautiful park. One of the best parts of my job is the independence I enjoy. I lead tours on my own, and some nights I get to sleep in a cabin in the woods with only the bears and owls around me!

I wanted to work as a park ranger since I was young. At first, I did not know if I would be able to do it. My grades in science were not always the best. But I was determined. Camping, hiking, and canoeing every summer filled my heart with joy. I believed that working in a park would be a dream come true.

This is my fifth year working as a park ranger. I've worked at three different parks around the state. I've learned so much about fish, trees, and all kinds of wildlife. Some weekends, I help young campers reach their campsites on the far side of the lake. Once I even taught a family how to pitch a tent. Not everyone knows how to make a fire or paddle a canoe. I feel like I make a real difference when I help park visitors enjoy the outdoors more. The best part of my job is helping people discover new ways to experience the amazing outdoors!

- 1 What is the author's main purpose for writing this selection?
- A To name jobs that work outdoors
 - B To teach the reader how to camp
 - C To explain why being a park ranger is great
 - D To list the characteristics of good park rangers
- 2 Why does the author include the anecdote about helping young campers?
- A To teach others to pitch tents
 - B To give a reason for enjoying this job
 - C To list one of the challenges of being a park ranger
 - D To explain the importance of taking care of wildlife
- 3 Which sentence from the selection helps identify the author's message?
- A *My grades in science were not always the best.*
 - B *I've worked at three different state parks around the state.*
 - C *Not everyone knows how to make a fire or paddle a canoe.*
 - D *The best part of my job is helping people discover new ways to experience the amazing outdoors!*
- 4 How do the details the author provides about school and grades in paragraph 2 support the author's purpose?

Directions: Read the selection and answer the questions that follow.

The Wordsmith

I was only three years old when my parents discovered that I was a wordsmith, which is a person who is good with words. They could see (and hear!) that I used hard words for my age. I was always asking, “What is the word for this?” or “Why is a teapot called that?”	14 27 41 54
I can remember listening to my parents and brother talk when I was young. They would have long conversations over dinner, and at first, I would just listen, soaking up the language. At one dinner, my father used the word “prestidigitation”! I had no idea what it meant, and when I asked, he said, “Sara, you know where our dictionary is!” I couldn’t wait to finish eating so I could look it up. As soon as I learned how to make sentences into stories, I wanted to learn as many words as I could. Our talks over dinner created a place in my heart for all things word related.	65 76 89 100 113 127 140 154 163
Soon, I was part of those dinnertime discussions, and we talked about everything! We talked about the difference in meaning between words like “murmur” and “mumble.” When I was in elementary school, we began playing word games together. I entered spelling bees, and my parents quizzed me with flash cards of the most difficult words. Every weekend, we solved the crossword puzzle in the newspaper. As I grew older, my fascination with beautiful words grew as well.	174 182 193 201 212 223 234 240
There are so many interesting words, and most people will only ever know a fraction of them. Did you know that the end of a shoelace is called an aglet? The part of the shoe that fits under the laces is the tongue, just like the one in your mouth.	251 265 279 290
How many words do you think there are in all? As a wordsmith, I feel I must find out.	303 309

- 1 The author most likely wrote this selection to —
 - A discuss the meaning of words
 - B identify good word-centered games
 - C convince children to read more books
 - D explain a love for words since childhood

- 2 The author uses an anecdote in paragraph 2. This anecdote shows that the narrator —
 - A enjoyed talking more than listening
 - B enjoyed playing with toys more than books
 - C learned a lot about words during childhood dinners
 - D learned exactly how many words there are in the world

- 3 The author included paragraphs 2 and 3 to —
 - A explain how to eat healthy meals
 - B persuade people to eat with parents
 - C provide information about family traditions
 - D show how her family helped support her interests

- 4 The author includes details about games, quizzes, and conversation in paragraph 3 to —
 - A show fun ways the author learned more about words
 - B encourage the reader to learn words by using flash cards
 - C convince readers to play games and eat with their parents
 - D provide readers with an example of talking about their day

- 5 How does the author use words like aglet and tongue to help support the purpose of the selection?

Directions: Read the selection and answer the questions that follow.

I Work with Manatees

Today is a day like any other. I head to Blue Spring State Park in Florida, my “office.” I slip on my rubber boots. I wander down to the riverfront with my backpack full of notebooks, thermometers, and collecting jars. Some people sit at a desk at work, but not me! Instead, I load up my canoe and paddle out to the still, calm waters. My eyes catch a glimpse of a large gray animal. I can see why some people call these creatures sea cows. However, as I watch her float along, gracefully grazing on water plants, I think they are far more beautiful than a cow. I’m one of the happiest employees in all of Florida.	15 28 37 51 65 79 90 102 114 118
I’m lucky, because I work with manatees. In case you don’t know, manatees are mammals that live in the water. They have flippers like a fish, but they also have a stubby nose, and they breathe air. I’ve always been interested in these animals and think they are beautiful in their own way. I’ve been studying them in the wild that more than twenty years. Much of what I do is watch the manatees and record data. Each day I observe how many are in the river that flows through the heart of the park, I measure the water temperature, and I note what the weather is like. I know all the manatees who live in these waters by name, and I make drawings of the marks on their skin so other park workers can tell the difference between them too.	130 141 155 166 179 192 206 218 232 245 257 259
Some parts of the manatees’ bodies are for special jobs. For example, their flippers are used for paddling in water and also for stirring up the dirt on the bottom of the river. This uncovers the plants and roots that they like to eat.	270 282 295 303
I’m the only worker on this river studying the manatees. I discover things about them every day. Part of my job is to look for signs of stress in these gentle creatures. For a time, manatees in Blue Spring State Park struggled to survive. But with our help, the manatee families are growing again. This means more exciting work for me!	315 329 341 352 361 364

- 1 The author most likely wrote this selection to —
- A give facts about animals that live in rivers
 - B explain why manatees struggle in the wild
 - C show what manatees eat and where they live
 - D describe why the author’s career is interesting
- 2 The reader knows there is an anecdote in paragraph 1 because it —
- A explains that every person should enjoy his or her job
 - B provides reasons that people should get jobs in Florida
 - C describes one time the author went to work on the river
 - D gives details about what it is like to research manatees
- 3 The author most likely included the details in paragraph 3 to —
- A explain what it is like to study manatees
 - B show how much he or she has studied manatees
 - C give information about how manatees behave
 - D explain how many manatees live in the state park
- 4 How did the author’s mention of drawings of the manatee markings help show the author’s purpose for writing the selection?

- 5 Why did the author most likely include the anecdote in paragraph 1?

Directions: Read the selection and answer the questions that follow.

A Poet for All Time

Many experts say that William Shakespeare is the world's best writer. He authored a large number of written works, including 38 plays and more than 150 poems. He lived more than 400 years ago, but plays like <i>Hamlet</i> and <i>Macbeth</i> are still being performed today. However, there are many details about Shakespeare's life that we do not know.	10 20 33 44 53 58
Shakespeare was born in the English town of Stratford-upon-Avon in 1564. No one knows the exact date of his birth. We do know that he was baptized on April 26 of that year. We also know that his mother came from a wealthy family. There are no records of where Shakespeare went to school. It was probably at the school near his home where he first developed an interest in drama and poetry.	67 81 95 106 117 128 131
At age eighteen, he married Anne Hathaway. The following year, their daughter was born. Two years later, they had twins. Little is known about the years that followed. Some people say that Shakespeare traveled the short distance to London. Others believe that he taught school in the English countryside.	141 152 163 171 180
By 1592, Shakespeare's name was becoming known in the London theater scene. The rest is history. His plays were so incredible that one poet wrote that Shakespeare's works were "not of an age, but for all time."	190 202 214 217

- 1** Which detail from the selection best supports the idea that Shakespeare is one of the world’s best writers?
- A** *He authored a large number of works, including 38 plays and more than 150 poems.*
 - B** *He lived more than 400 years ago, but plays like Hamlet and Macbeth are still being performed today.*
 - C** *It was probably at the school near his home where he first discovered an interest in drama and poetry.*
 - D** *By 1592, Shakespeare’s name was becoming known in the London theater scene.*
- 2** What is the second paragraph mostly about?
- A** The town where Shakespeare grew up and why he left
 - B** The education Shakespeare had as a child and young adult
 - C** What Shakespeare’s parents were like and where they came from
 - D** What historians do and do not know about Shakespeare’s early life
- 3** Which statement best describes the main idea of the selection?
- A** Shakespeare was born and lived in England.
 - B** Shakespeare was married and had three children.
 - C** Shakespeare’s plays are good, but he also wrote poetry.
 - D** Shakespeare’s work is still famous centuries after his death.
- 4** Describe the main idea of paragraph 3.

Directions: Read the selection and answer the questions that follow.

Sally Ride

By the late 1970s, no American woman had flown into space.	11
Scientists at NASA knew that the team they put together for	22
their next space mission should include a woman. NASA put an	33
advertisement in a newspaper. A college student named Sally	42
Ride saw the advertisement. She thought she would probably be	52
successful as an astronaut and applied for the job.	61
Some names seem to be signs pointing toward the future. Sally	72
Ride made the ride of a lifetime on June 18, 1983. It was then that	87
she became the first American woman in space. She flew aboard	98
the space shuttle <i>Challenger</i> and spent six days in space. She	109
traveled a distance of 2.5 million miles! She returned to Earth and	121
entered the record books on June 24 of that year.	131
Ride grew up in Los Angeles, California. She studied physics and	142
English in college. She later earned a master's degree and a Ph.D.	154
in physics. She studied X-rays in space and special lasers. These	165
factors helped her get the job with NASA. In 1978, she worked for	178
NASA on the ground for two missions. She helped design a robotic	190
arm for the space shuttle before making her first flight.	200
Ride went to space a second time in 1984. Ride focused on	212
learning all that she could about spacecraft. In total, she spent	223
343 hours in space.	227
For the rest of her career, Ride helped other young women learn	239
about science and space travel. She started a company that	249
created written works for kids about science. She made sure that	260
these books reached areas where opportunities were limited.	268
Because of Ride, many American girls pursued careers in science.	278

- 1 What evidence from the text supports the idea that Sally devoted herself to learning about space?
- A *Scientists at NASA knew that the team they put together for their next space mission should include a woman.*
 - B *In 1978, she worked for NASA on the ground for two missions.*
 - C *Ride went to space a second time in 1984.*
 - D *Ride focused on learning all that she could about spacecraft.*
- 2 Paragraph 3 is mainly about Sally Ride’s —
- A childhood
 - B later career
 - C education and early career
 - D impact on girls and science
- 3 Which sentence from the selection supports the idea that Sally Ride was destined for space?
- A *By the late 1970s, no American woman had flown into space.*
 - B *A college student named Sally Ride saw the advertisement.*
 - C *Some names seem to be signs pointing toward the future.*
 - D *Ride went to space a second time in 1984.*
- 4 Paragraphs 2 through 4 are mainly about Sally Ride’s —
- A experience as an astronaut
 - B first mission on the *Challenger*
 - C interest in becoming an astronaut
 - D influence upon education in science for girls
- 5 What is the main idea of the selection? Provide at least three pieces of text evidence to support this.

Directions: Read the selection and answer the questions that follow.

Tullio Campagnolo

In the winter of 1927, Tullio Campagnolo was racing his bicycle through the dangerous roads of the mountains in Italy. The snow and ice caused his bike to jam up. He needed to fix his bicycle. But he had no wrench! This kept him from going the distance and his team lost the race.

But all was not lost. Campagnolo went back to his father’s hardware store. There, he invented the “quick-release skewer.” With this invention, a bicycle tire could be removed and replaced with no tools. The invention changed cycling forever. It marked the birth of one of the oldest and most successful bicycle parts companies. Most of cycling’s top riders use Campagnolo parts. Riders wearing Campagnolo jerseys have won important cycling trophies. Bike shops around the world display Campagnolo signs. Today Campagnolo, who died in 1983, is a legend in cycling.

Campagnolo was born in Italy in 1901. He always enjoyed tinkering in his father’s shop. Being in a hardware store helped him learn about materials. His company later led the way in making bicycle parts lighter by using magnesium instead of heavier metals. He also discovered new mixtures of different metals to make bike wheels strong but light.

Throughout the 1930s and 1940s, Campagnolo’s company made bicycle parts longer lasting and easier to use. This is one of the factors that made the company successful. Campagnolo put together a talented team that improved the wheel hub and the gadgets that shift a bike’s gears. He also introduced the use of cables for gears. Walk into any bike store today, and you will probably find parts that follow Campagnolo’s designs.

- 1 What evidence from the selection supports the idea that Campagnolo invented better parts for bicycles?
- A *The snow and ice caused his bike to jam up.*
 - B *The invention changed cycling forever.*
 - C *Campagnolo was born in Italy in 1901.*
 - D *He always enjoyed tinkering in his father's shop.*
- 2 Which sentence from the selection supports the idea that Campagnolo is a legend in cycling?
- A *Riders wearing Campagnolo jerseys have won important cycling trophies.*
 - B *His company later led the way in making bicycle parts lighter by using magnesium instead of heavier metals.*
 - C *He also discovered new mixtures of different metals to make bike wheels strong but light.*
 - D *Throughout the 1930s and 1940s, Campagnolo's company made bicycle parts longer lasting and easier to use.*
- 3 Paragraph 2 is mostly about —
- A Campagnolo's impact on cycling
 - B the difficulty of changing bike tires
 - C the discovery of new metal mixtures
 - D Campagnolo's changes to cycling rules
- 4 Describe the main idea of paragraph 1.

- 5 Describe the main idea of this selection.

Directions: Read the selection and answer the questions that follow.

Healthy Cookies

Who doesn't love cookies? They come in many shapes and sizes and many delicious flavors. The only limit is your imagination! But cookies aren't the healthiest snack around. There are ingredients you can use in your favorite cookie recipe to make them a little better for your body.	11 22 31 44 48
Most cookie recipes call for white flour. Using whole wheat flour instead of white flour adds fiber and protein to your favorite cookie. Fiber aids digestion. Doctors know that the right amount of fiber lowers the risk of heart disease.	59 71 82 88
Whole wheat flour is denser than white flour. For every cup of white flour, use three-fourths of a cup of whole wheat. This will help your cookies come out soft and moist instead of dry and hard.	101 114 125
It's the sugar in cookies that makes them sweet and yummy. Too much sugar isn't good for us. Luckily, there are natural sweeteners to use in your recipes instead. Agave nectar is one of them. Agave is a plant like the cactus that grows in hot, dry regions. Ripened bananas will work, too.	137 148 161 174 178
Agave is sweeter than sugar, so you can use less of it. You can even use some of each—bananas and agave. Many fruits can be natural sweeteners. Your cookies will turn out tasting as delicious as ever, and beautiful too!	192 204 214 219

- 1 Which two things are compared in the selection?
- A Apples and sugar
 - B Cookies and sugar
 - C Sugar and whole wheat flour
 - D White flour and whole wheat flour
- 2 What type of text structure does the sentence “*Agave is sweeter than sugar, so you can use less of it*” support?
- A Chronological
 - B Problem-solution
 - C Establish purpose
 - D Comparison-and-contrast
- 3 Which information compares healthy ingredients to other ingredients in cookies?
- A *But cookies aren’t the healthiest snack around.*
 - B *Using whole wheat flour instead of white flour adds fiber and protein to your favorite cookie.*
 - C *This will help your cookies come out soft and moist instead of dry and hard.*
 - D *Your cookies will turn out tasting as delicious as ever, and beautiful too!*
- 4 What is the central idea of the selection? Give two details that support your answer.

Directions: Read the selection and answer the questions that follow.

Virtual Reality

Most people want to see new places, such as outer space or the Great Barrier Reef. We had to actually go to these places to see them in the past. Now, with computers, the average person is closer than ever to experiencing such journeys. Special glasses can help people visit all kinds of places, both real and imaginary, using virtual reality (or VR). These glasses make people who are wearing them feel as though they are in another world.	13 26 37 46 58 69 79
A VR device consists of a headset with special glasses that strap around a person’s head. The headset has sensors that detect movement. When the wearer moves, the images shown inside change. It’s as though the person is actually there! People feel like they are part of the image. It can be a beautiful underwater scene or the video game being played.	91 101 110 122 135 141
Virtual reality can have uses for more than just entertainment. Using VR in the classroom allows students to experience the Egyptian pyramids or view the artwork in a museum.	151 161 170
Although VR is exciting, scientists do not know how safe it is. There are some factors that make people worry about VR. A study at the University of California looked at the part of the brain that learns how to understand space and depth. Neurons there behaved completely differently when the brain processed images of virtual environments compared to real ones. More than half of the neurons shut down while the subject was using VR. More research is needed to determine if VR does any damage.	182 194 206 216 224 234 246 256
If you had your heart set on experiencing virtual reality full-time, you might need to wait another few years. Until then, you can experience real reality every day!	267 279 284

- 1 Which of the following best describes how virtual reality might be used differently in the future based on the details in paragraph 3?
- A Virtual reality will probably be more lifelike in the future than it is now.
 - B More people will use virtual reality for entertainment in the future than they do now.
 - C More people might use virtual reality for work in the future instead of just education.
 - D Virtual reality is mostly used for entertainment now but might be used for education in the future.
- 2 Which sentence from the selection supports the idea that virtual reality can help people explore places in a different way than in real life?
- A *Special glasses can help people visit all kinds of places, both real and imaginary, using virtual reality (or VR).*
 - B *The headset has sensors that detect movement.*
 - C *Virtual reality can have uses for more than just entertainment.*
 - D *Although VR is exciting, scientists do not know how safe it is.*
- 3 Paragraph 4 suggests that virtual reality —
- A is worth the risk of injury
 - B should not be used by young people
 - C is an exciting trend that cannot be missed
 - D needs further research to make sure it is safe
- 4 Based on the details in paragraph 4, how does the brain work when using virtual reality compared to real-life situations?
- A None of the neurons work with virtual reality.
 - B More neurons work with virtual reality than real life.
 - C It works exactly the same in both real life and virtual reality.
 - D Many neurons that work in real life do not work with virtual reality.
- 5 Using details from the text, explain one way that virtual reality is different from reality.

Directions: Read the selection and answer the questions that follow.

Cities Need Skate Parks

Americans have long recognized the need for common areas where children can play. For many years, even the smallest towns in America have had public playgrounds. It is also common to see baseball and soccer fields. Today, local communities are beginning to realize that building skate parks where children can use skateboards is just as important.	9 20 31 40 50 56
Since the 1970s, skateboarding has grown more and more popular. More people than ever before are riding skateboards, but without a skate park they will ride in public places. This includes streets, sidewalks, parks, and parking lots. People who are walking, driving, or playing may feel unsafe with skaters flying by. People may say that building a skate park is expensive. However, they should factor in the cost of not building them. When skaters do tricks on rails and ledges, concrete and paint are damaged. That damage may cost communities thousands of dollars every year.	66 76 88 97 108 119 131 142 151
Public skate parks are a good solution for towns and cities. They give skaters a safe place to practice something they love. At the same time, police officers and business owners no longer have to chase skateboarders away.	163 175 186 189
Skate parks can be planned so that they increase the beauty of the community. Plants such as flowers and trees can surround the parks. The ramps can be decorated with murals, giving both skaters and artists a place to fulfill their heart's desires.	201 211 222 232
Many people may think of skateboarding as a nuisance activity that encourages bad behavior. However, the reality is quite different. Skateboarding lets kids get together, helping them to develop friendships. More importantly, skating on ramps without having to get out of the way of traffic or people on the sidewalk is a lot safer and a lot of fun!	243 252 261 270 286 291

- 1** What comparison is made in paragraph 2?
- A** Cost of skate parks to cost of damage to property
 - B** How both the city and business owners feel about skateboarding
 - C** Behavior of kids who skateboard to behavior of kids who play soccer
 - D** Safety of skateboarding on the sidewalk versus skateboarding on a rail
- 2** Based on the details in paragraph 2, how are other places to skate different than skate parks?
- A** They are safer than skate parks.
 - B** They are often damaged by skaters.
 - C** They are very expensive for skaters.
 - D** They are very welcoming to skaters.
- 3** Which sentence best states the main idea of the selection?
- A** Skating is the best activity for exercise.
 - B** Cities should have safe places to skate.
 - C** Skate parks should not be built by cities.
 - D** People should never skate in public places.
- 4** Name two details from the selection that support the main idea of the selection.

- 5** In paragraphs 2 and 3, the author describes the types of places kids can skate. Compare and contrast these places using details from the selection.

Directions: Read the selection and answer the questions that follow.

The Life of a Star

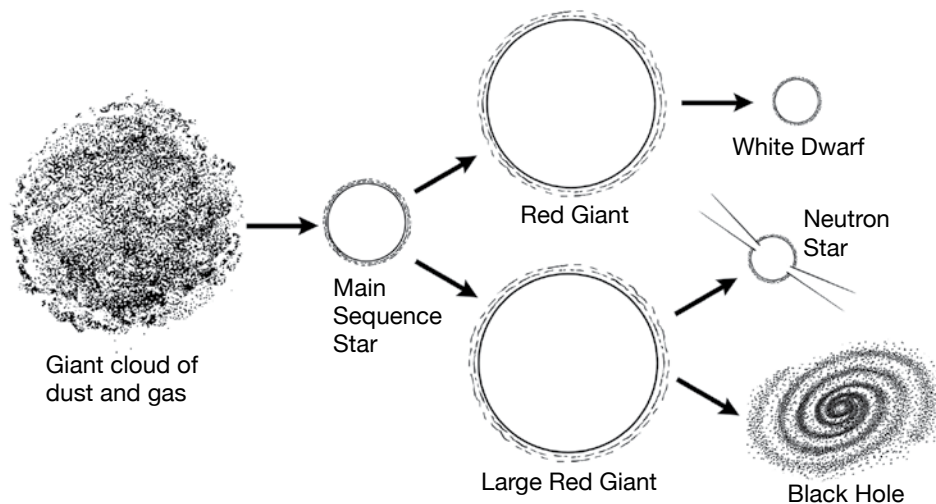
All stars go through stages, called a life cycle, which starts when stars form from giant clouds of dust and gas. These make a beautiful formation in space. 12
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Over time, the gas in these clouds changes, and it begins to spin. As it spins, it heats up, and the cloud changes to something called a protostar. 41
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The cloud keeps heating up, and when it reaches fifteen million degrees, another change happens—the cloud glows brightly, and it becomes something called a main sequence star. It will stay at this part of its life cycle for a very long time. In fact, our sun is at this stage right now. 67
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The main sequence star glows. This is because inside the star, the gas is being used. When the gas begins to run out, the star starts the next stage of its life cycle. The outer part of it expands, cools, and glows red. The star has now reached the red giant phase. 121
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A red giant is red because it is cooler than it was before, and it is giant because it has grown. Inside the red giant, more changes take place. Some red giants will be bigger than others. A smaller red giant may become a white dwarf, while a giant star may become a black hole or neutron star. 177
188
200
213
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To the teacher: Text that appears in the diagram is not included in the word count for the passage.

- 1 The author includes the diagram to show —
- A the stars in space
 - B the parts of a star
 - C the life cycle of a star
 - D the parts of a black hole
- 2 Which sentence from the selection tells what happens between the “Main Sequence Star” and the “Red Giant” stages on the diagram?
- A *Stars form from giant clouds of dust and gas.*
 - B *The cloud changes to something called a protostar.*
 - C *When it reaches fifteen million degrees, another change happens.*
 - D *When the gas begins to run out, the star starts the next stage of its life cycle.*
- 3 Which sentence from the selection does the diagram support?
- A *Over time, the gas in these clouds changes and begins to spin.*
 - B *As it spins it heats up.*
 - C *The cloud keeps heating up.*
 - D *The star has now reached the red giant phase.*
- 4 How does the diagram support the information presented in the selection?

Directions: Read the selection and answer the questions that follow.

Butterfly Migration

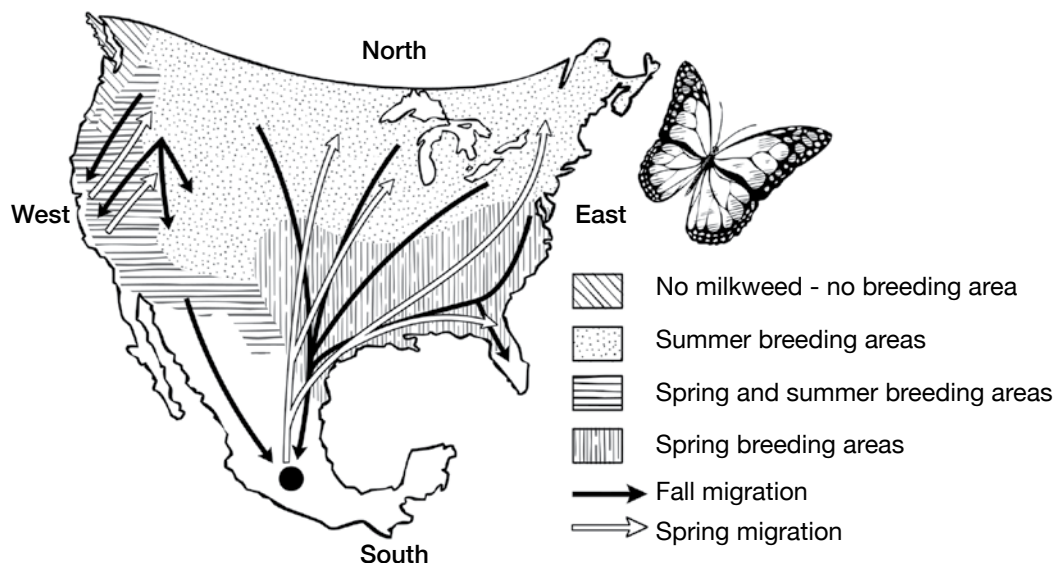
In October of each year, monarch butterflies in the United States fly to warmer weather. Monarchs in the eastern part of the country travel to Mexico. Monarchs in the western part of the country go to the mountains of California, and they return in spring. The monarch is the only butterfly that makes a two-way migration as birds do. For many, it's a trip of 2,500 miles.

There are several reasons monarchs make this long journey. They cannot survive the winter temperatures in the north. They need a warmer climate. They also need more moisture in the air.

Another important reason is that butterflies need to start a new generation of butterflies. Before butterflies become butterflies, they are caterpillars. Butterflies must return north before breeding. Monarch caterpillars only eat one food, the milkweed plant, but milkweed only grows in the north.

People wonder how these beautiful butterflies know the route. Scientists believe that they use the magnetic pull of Earth and the position of the sun to guide them. Often the same trees are covered in monarchs every year. However, each year it is a new generation. The information about where to go gets passed on.

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To the teacher: Text that appears in the map is not included in the word count for the passage.

- 1 Using the map, in which direction do most monarchs travel in the spring?
- A South
 - B West
 - C Northeast
 - D Southwest
- 2 You can tell from the map that monarch butterflies do not breed in the —
- A eastern United States
 - B southern United States
 - C northwestern United States
 - D southwestern United States
- 3 Which sentence is illustrated by the information in the map?
- A *Monarchs in the eastern part of the country travel to Mexico.*
 - B *There are several reasons monarchs make this long journey.*
 - C *People wonder how these beautiful butterflies know the route.*
 - D *Often the same trees are covered in monarchs every year.*
- 4 The author most likely included the map to show —
- A where milkweed grows
 - B where Mexico is located
 - C the migration path of monarchs
 - D which direction is north and which is south
- 5 Why does the author include arrows on the map?

Directions: Read the selection and answer the questions that follow.

Honoring America

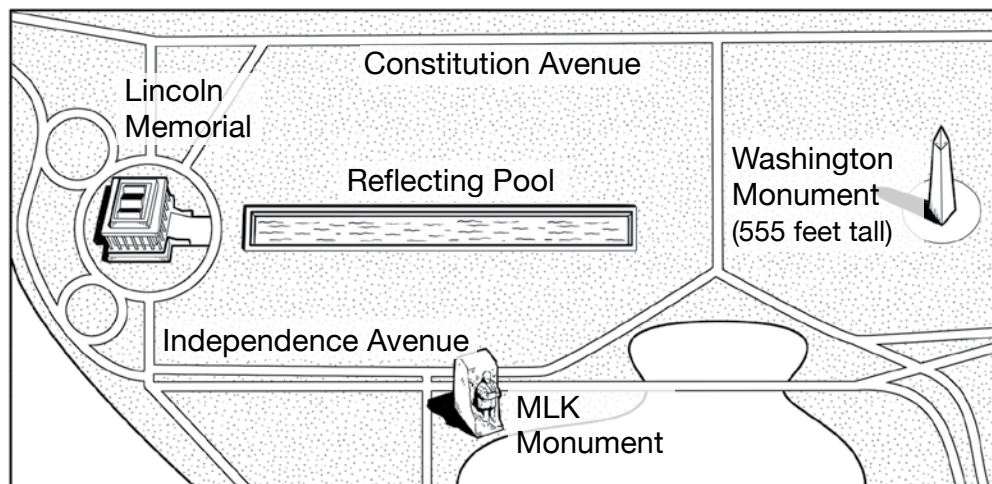
Washington, D.C., the nation’s capital, is the center of government for the United States. It is also home to many monuments and memorials. They are part of the National Mall and Memorial Parks. These monuments and memorials were built to honor some of America’s most important leaders and events. Every day, visitors come to see them and learn about America’s history.

The most eye-catching is the Washington Monument. It towers over the National Mall at 555 feet tall. Made of marble, granite, and bluestone, it is the world’s tallest stone structure. It was built as a tower with four sides that come to a point at the top. It stands in front of a beautiful pool of water that reflects its image.

The Washington Monument honors the first U.S. president, George Washington. Building began in 1848, but then it stopped from 1854 to 1877. A careful eye can tell that stones at the bottom are darker than the stones at the top. They came from a different quarry, after work started again.

A monument made to honor Dr. Martin Luther King Jr. is the newest one. Installed in 2011, it features a carving of Dr. King in stone. There are words on the side: “Out of the mountain of despair, a stone of hope.” He said these words in his famous “I Have a Dream” speech.

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To the teacher: Text that appears in the map is not included in the word count for the passage.

- 1 Which best describes what is mainly shown on the map?
- A The waterways around the city of Washington, D.C.
 - B The location of Washington, D.C., in the United States
 - C The locations of several important monuments in Washington, D.C.
 - D The number of miles between monuments in Washington, D.C.
- 2 Based on the map, the Lincoln Memorial is —
- A west of the World War II Memorial
 - B directly next to the Reflecting Pool
 - C between the Washington Monument and the Reflecting Pool
 - D directly to the north of the Martin Luther King Jr. Memorial
- 3 Look at the map. Which sentence from the selection is illustrated?
- A *The most eye-catching is the Washington Monument, which towers over the National Mall at 555 feet tall.*
 - B *Made of marble, granite, and bluestone, it is the world's tallest stone structure.*
 - C *Building started in 1848, and then it stopped from 1854 to 1877.*
 - D *A careful eye can tell that stones at the bottom are darker than the stones at the top.*

4 What kind information is provided by the text, but not the map?

5 Explain why the author included the map with this selection.

Directions: Read the selection and answer the questions that follow.

Alexander Graham Bell

These days, the word “phone” probably makes most people think of a smartphone or cell phone. The phone technology we have today is a result of Alexander Graham Bell. He patented the first telephone.

Bell was born in 1847 in Edinburgh, Scotland. Bell was not an excellent student, but he seemed to be an inventor at heart. At twelve years old, while visiting a flour mill, he watched a machine take the husks off wheat grain. It did the job slowly. Bell went home and built a machine that removed the husks from grain much more quickly.

In 1863, Bell and his brother saw a so-called “mechanical man” that spoke like a human. Bell wanted to build a machine just like it. Bell’s father promised him and his brother a prize if they made it work. They succeeded by blowing air through the head and moving the lips. They made their machine say, “mama.”

In 1871, Bell moved to Boston and began work on a device called the harmonic telegraph. He wanted to send several telegraph messages at once. Bell found people to support his research by giving him money. This was a sign that people were interested in ways to communicate over long distances. Bell spent two years working hard to perfect this device. During his experiments, he became interested in another idea—sending the human voice over wires.

Bell hired Thomas Watson, an electrician. The men worked together for two years. On March 10, 1876, Bell and Watson were successful. Bell made the first call and spoke the words, “Mr. Watson, come here. I want to see you.” Watson heard Bell’s voice through the wire and thus received the first telephone call. Bell had discovered a way to make the telephone work!

- 1 The author uses dates in the biography to —
 - A tell about the family of Bell
 - B provide facts about telephones
 - C explain the systems that make a telephone work
 - D give information about when things were invented

- 2 Which of the following most likely explains why the author uses the anecdote of Bell saying, “Mr. Watson, come here. I want to see you.”?
 - A To show Bell’s sense of humor
 - B To explain Bell’s father’s influence
 - C To tell of the first time voices traveled over wire
 - D To give the reader a glimpse into Bell’s childhood

- 3 The author presents the events in Bell’s life in chronological order to —
 - A explain why telephones became important
 - B explain the time it took him to get a patent
 - C show the first invention of Bell and his brother
 - D show how the events in Bell’s life are connected

- 4 What signal words does the author use to show chronological order in this selection? Give at least three examples.

Directions: Read the selection and answer the questions that follow.

Sacagawea

Sacagawea was born in 1788 or 1789. She was a member of the American Indian Shoshone nation and lived in what is now Idaho.	13 24
She and her people lived far from others, hunting and fishing.	35
What factors led her to become one of the most famous women in American history?	48 50
In 1803, President Thomas Jefferson made the Louisiana Purchase from France. Nearly a million square miles of land became part of the United States. Jefferson hoped to find a river connecting the Atlantic and Pacific Oceans. The President hired explorers to travel the lands. They were to draw maps and report on all that they found. Jefferson also wanted information about the American Indian groups living on these lands.	59 70 81 91 104 113 119
One of the men Jefferson hired was his secretary, Meriwether Lewis. He headed the Corps of Discovery. Lewis, 29, chose William Clark to join him on the trip.	129 140 147
In November of 1804, Lewis and Clark discovered that there was an American Indian settlement in what is now South Dakota. There, they met Sacagawea, who could speak the languages of two American Indian groups. They needed someone to help them communicate with American Indians about trading horses. They would need horses to cross the Rocky Mountains.	158 168 178 188 196 204
Sacagawea helped with trading horses and with much more. She traveled with Lewis and Clark on their entire journey to the Pacific Northwest. She used her knowledge of plants to point them to foods they could eat in the wild. Once, when a storm came upon their boat, she saved valuable instruments and records. Experts aren't sure what happened to Sacagawea after the journey with Lewis and Clark. Some experts say she probably died in 1812— others, believe that she lived much longer. What they do agree on, though, is that Sacagawea is an important figure in American history.	213 225 235 247 256 265 276 286 298 303

- 1 Which detail shows an event unfolding in time order?
- A *She and her people lived far from others, hunting and fishing.*
 - B *They were to draw maps and report on all that they found.*
 - C *In November 1804, Lewis and Clark reached an American Indian settlement in what is now South Dakota.*
 - D *What they do agree on, though, is that Sacagawea is an important figure in American history.*
- 2 The author uses the anecdote in paragraph 5 of how Sacagawea saved the instruments and records in the storm to show —
- A how valuable Sacagawea was to the mission
 - B the need for traveling east and west on a river
 - C who was president during the Lewis and Clark mission
 - D why it was difficult to travel across the Rocky Mountains
- 3 Which of the following words signal chronological order as the structure of this selection?
- A *She and her people lived far*
 - B *Nearly a million square miles of land*
 - C *In 1803*
 - D *Sacagawea helped with*
- 4 The author mostly likely included the information in paragraph 4 to explain —
- A how Lewis and Clark were able to find food
 - B how Lewis and Clark started working together
 - C why Jefferson sent Lewis and Clark to explore
 - D why Lewis and Clark chose Sacagawea to join them
- 5 What details does the author include that show this selection is a biography? Include at least two details.

Directions: Read the selection and answer the questions that follow.

Francisco Coronado

Francisco Coronado was born sometime around 1510 in Spain. At that time, family property was handed down only to the firstborn son. Coronado had an older brother, so he decided to go to the New World to seek his fortune there. In 1535, he traveled to New Spain, which is known as Mexico today.	10 21 34 47 54
There, Coronado married the daughter of a government treasurer. By marrying, Coronado became the owner of a large estate. The following year, he was named governor of an area.	63 74 83
But this was not enough for Coronado because he wanted more riches. Coronado received written reports that there were Seven Golden Cities north of New Spain. Excited by the prospect of such great wealth, Coronado combined his own money with money from another explorer. He put together a group of three hundred Spanish workers and more than one thousand native people, along with horses, pigs, ships, and cattle, which Coronado himself would lead. They left to find the Seven Golden Cities in February, 1540.	94 103 115 124 135 145 155 167
Coronado's group traveled up New Spain's western coast and into what is now the southwestern United States. The explorers saw no sign of treasure. They instead discovered there was an enormous canyon. This was the Grand Canyon. They moved through what is now known as Arizona, New Mexico, and Texas. Coronado led a small group in search of riches through modern-day Kansas, but he was disappointed to find only another village.	177 188 198 209 220 230 238
The Spanish called his trip a failure. With that, Coronado returned to New Spain, where he died in 1554.	249 257

- 1 Coronado did not receive any property from his father. Which detail shows the solution to that problem?
- A *So, he decided to go to the New World to seek his fortune there.*
 - B *The following year, he was named governor of an area.*
 - C *They left to find the Seven Golden Cities in February, 1540.*
 - D *With that, Coronado returned to New Spain, where he died in 1554.*
- 2 The author includes the details in the final paragraph to show —
- A how Coronado paid for the trip
 - B where Coronado traveled after he left
 - C the difficulty in finding people to help explore new places
 - D what happened at the end of Coronado’s mission and life
- 3 Which of the following best shows that this selection is written in chronological order?
- A *There, Coronado married*
 - B *By marrying*
 - C *The following year*
 - D *But this was not enough*
- 4 Why does the author present the details of Coronado’s life in chronological order?

- 5 Describe how the text structure in this selection shows that this is a biography.

Directions: Read the selection and answer the questions that follow.

Ocean Gold

Today’s treasure hunters search the oceans for sunken ships. They hope to discover and claim rare objects and precious metals such as gold coins contained in these lost ships. How do they do it?

Finding a Shipwreck

Their first step is to find a shipwreck. Treasure hunters start by studying history. Often, records from the time period list what cargo a ship carried. When a ship was lost at sea, old letters or reports might have facts that hint where the ship might have gone. Explorers use those hints to map out promising areas. They form a team and sail there. Then they use tools such as underwater drones to find the exact spot where the ship is located.

Getting the Treasure

Modern treasure hunters have many tools to help them recover the wreck. They have cables, underwater robots, and even a large claw to help them! They may use underwater drones or sonar instruments that can find a wreck. Sonar uses sound waves to “see” in the water. They use an instrument designed to send out sound waves. The treasure hunters hope that the sound waves will “bounce” off a solid object. Then details about objects in the water will appear on a screen. Once a team is ready to get the treasure, they face a very difficult job.

Lost Forever?

The wreck site might be large, dark, or dangerous to move around in. The currents could be too strong for a team to get near a ship. There could be large rocks in the way. The sunken ship might be too solid to get into. Still, today’s treasure hunters keep trying—and often, the risk is worth the reward! Treasures used to be lost forever, but science is on the modern treasure hunter’s side.

1 Which sentence from the selection supports the idea that finding valuable treasure in the ocean is hard work?

- A** *Today’s treasure hunters search the oceans for sunken ships.*
- B** *Then they use tools such as underwater drones to find the exact spot where the ship is located.*
- C** *Once a team is ready to recover the treasure, they face a very difficult job.*
- D** *Treasures used to be lost forever, but science is on the modern treasure hunter’s side.*

2 Which sentence from the selection supports the central idea that the reason some people search the ocean is to find valuable treasure?

- A** *They hope to discover and claim rare objects and precious metals such as gold coins at the bottom of the sea.*
- B** *Their first step is to find a shipwreck.*
- C** *They may use underwater drones or sonar instruments to recover a wreck.*
- D** *The wreck site might be large, dark, or dangerous to move around in.*

3 The main idea of “Ocean Gold” is —

- A** treasure hunters use underwater drones to explore ships from recent wrecks
- B** explorers are not allowed to use modern technology to seek treasures that are lost forever
- C** treasures are being found in the ocean by hunters who use new methods to recover them
- D** many shipwrecks have unfound treasures, but no one is attempting to locate them because it is too hard

4 What is the central idea in “Finding a Shipwreck”?

Directions: Read the selection and answer the questions that follow.

Briquettes for Cooking

What fuels the appliances in your kitchen? Chances are, your home uses energy in the form of electricity. In regions of Africa, such as Uganda and the Congo, people cut down trees and use the wood for cooking. Cutting too many trees for firewood, however, is not good for forests.

Families in these areas are working with a new fuel, briquettes*, for their mud stoves. The new fuel is easier to get than wood. It burns longer and hotter than wood, with less smoke. Now a favorite African meal of beans and beef can be cooked inside of a home using briquettes instead of outside over a fire.

Mud Briquettes

People can make briquettes using ordinary tools and materials found nearby. They can quickly mix water, dried grass, and waste from banana trees. The mixture is put inside a mold and dries in a few days. Some briquettes look like small, round balls.

Making Life Safer

Runiza, a Congolese woman, used to walk five hours into dangerous areas to collect firewood for her family. Now, these trips are gone. She can now make use of materials found close by to create briquettes. She is able to stay closer to home. People like Runiza have more time to study, do chores, or play native instruments. The briquettes are a simple solution to what was a big problem.

Fuel Saves Time

Evaketi is another Congolese woman who makes briquettes herself. She says, “My children often ate very late because I was struggling to look for firewood from far away, and the food took so long to get ready. Briquettes burn for so long compared to charcoal or firewood . . . I can provide food for my children when they need it.”

* Pronounced *bri-KETS*

To the Teacher: Footnotes are not included in the word count for the passage.

- 1 The section “Mud Briquettes” is mainly about —
- A the fact that many people are now using briquettes for cooking
 - B the concern that forests have been damaged from cutting down trees
 - C the idea that cooking with wood takes about the same time as with briquettes
 - D the process of making and forming briquettes using water, grass, and waste from trees
- 2 Paragraph 1 is mainly about —
- A families beginning to use briquettes for their cooking
 - B too many forests being harmed just for cooking food in Africa
 - C briquettes being made from mud and grass using a simple mold
 - D food taking longer to cook using wood than it does using briquettes
- 3 Which sentence from the selection supports the idea that using briquettes instead of wood for cooking saves time?
- A *It burns longer and hotter than wood with less smoke.*
 - B *They can quickly mix water, dried grass, and waste from banana trees.*
 - C *People like Runiza have more time to study or do chores, or play instruments.*
 - D *The briquettes are a simple solution to what was a big problem.*
- 4 The central idea of “Making Life Safer” is —
- A briquette use is good for the forests
 - B molds are best used when forming briquettes
 - C briquettes are made using materials close to home
 - D materials to make briquettes are found in the forest

- 5 Read this sentence.

She says, “My children often ate very late because I was struggling to look for firewood from far away, and the food took so long to get ready.”

What central idea of the selection does the sentence support?

Directions: Read the selection and answer the questions that follow.

Catching Some Rays

People everywhere are warming up to the power of the sun. 11

Solar Homes 13

Many homeowners are turning to the sun to power their homes. 24

Solar cells on the roof of a house can make electricity by using 37

rays of sunshine. Solar power can supply some or all of a family's 50

monthly electric needs, which saves money by reducing the cost of 61

energy bills. 63

Industry on the Move 67

Imagine capturing sunlight on a grander scale than neighborhood 76

rooftops. Now solar farms are being built in sunny areas to harvest 88

the sun's energy. These farms contribute 70 percent of all solar 99

energy, but they take up a lot of land. One solar farm in the deserts 114

of California covers an area equal to two thousand soccer fields! 125

The panels span for miles and collect the sun's energy to change 137

into electricity. 139

Future of Solar Energy 143

Many people like using the sun's energy. The main reason is that 155

solar energy is renewable. This means that it can never be used 167

up. Solar energy can operate on its own, without traditional energy 178

sources. Also, there is opportunity to use it almost everywhere, 188

even in places that are cloudy a lot of the time. Researchers are 201

trying to find ways to make solar energy cheaper and easier 212

to use. 214

Vast Structures 216

In December 2015, the Topaz Solar Farm began working in 226

California. It has nine million solar panels! This farm will power 237

160,000 homes. Additionally, it will supply almost all the electricity 247

for the city of San Luis Obispo, California. What will the next 259

chapter of solar energy bring? 264

- 1 Which sentence from “Catching Some Rays” supports the central idea that the solar panel business is growing?
- A *Solar cells on the roof of a house can make electricity by using rays of sunshine.*
 - B *Imagine capturing sunlight on a grander scale than neighborhood rooftops.*
 - C *One solar farm in the deserts of California covers an area equal to two thousand soccer fields!*
 - D *The panels span for miles and collect the sun’s energy to change into electricity.*
- 2 What sentence supports the central idea that solar energy has benefits?
- A *Imagine capturing sunlight on a grander scale than neighborhood rooftops.*
 - B *These farms contribute 70 percent of all solar energy, but they take up a lot of land.*
 - C *Solar energy can operate on its own, without traditional energy sources.*
 - D *In December 2015, the Topaz Solar Farm began working in California.*
- 3 The section “Solar Homes” is mainly about —
- A the idea that solar farms take up miles of land
 - B the idea that all houses should have solar roofs
 - C the fact that some cities are powered by solar farms
 - D the fact that solar panels help supply energy to homes

4 State the main idea of “Industry on the Move.”

5 Read this sentence.

Additionally, it will supply almost all the electricity for the city of San Luis Obispo, California.

What central idea of the selection does the sentence support?

Directions: Read the selection and answer the questions that follow.

Homes in the Arctic

It is just an average January day in the Arctic. The temperature is 40 degrees below zero. A person would design a special home to stay warm, but how do animals survive here? 13
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Some animals are prepared for the icy weather. Polar bears, for example, have a thick layer of blubber. This layer of fat protects them against cold just as heat-trapping clothes help humans stay warm. 44
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The problem is that terrible weather can sometimes become unbearable—even for a polar bear! Therefore, many animals make their own protective shelters when the weather becomes too much to handle. Polar bears do not hibernate in caves. When a storm hits, they dig out small snow dens. There, the bears curl up to keep warm. 76
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The ringed seal is another animal that makes the Arctic its home. It builds a lair, or snow cave, on top of sea ice. The cave keeps freezing winds from harming seals and their pups. The pups also stay safe from predators, such as foxes and walruses. 135
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Seals gather on the ice to rest. As soon as enough snow falls, they build lairs. Just eight inches of snow is enough to make a seal's shelter. Although snow itself is cold, snow caves work! Snuggling inside a snow cave is warmer than being outside in the open. 183
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A snow cave can serve birds, too. Some birds will stay warm in soft snow banks. They fly directly into the snow so they don't make tracks. That way predators do not know where these birds have gone. They live in caves no larger than their bodies, but just for the night. If a predator does come near, these arctic birds rise from the snow in a blur of wings. 232
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- 1 According to the selection, what is the main reason Arctic animals make caves in the snow?
- A They have babies.
 - B Predators are near.
 - C Winter comes too early.
 - D The weather is unbearable.
- 2 Which sentence from the selection shows why a bear would build a cave in the snow?
- A *A person would design a special home to stay warm, but how do animals survive here?*
 - B *The problem is that terrible weather can sometimes become unbearable—even for a polar bear!*
 - C *As soon as enough snow falls, they build lairs.*
 - D *They live in caves no larger than their bodies, but just for the night.*
- 3 What effect does building a snow cave have for the ringed seal?
- A They are safe from predators.
 - B The sea ice keeps them cold.
 - C They do not have to leave for food.
 - D Other animals cannot get their food.
- 4 How does the author use cause-and-effect text structure in this selection?

Directions: Read the selection and answer the questions that follow.

Celebrating Plant-Based Foods

What if a hamburger were more than just a burger? A “blended” burger may be in your future! Restaurants and school cafeterias are among the places where fresher food is available. One idea being tested is the blended burger, which mixes beef and mushrooms into a patty. Some people think these burgers are moister and tastier than regular burgers. Of equal importance, they are healthier than all-beef patties.

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Fast food restaurants are handy. You can get food such as burgers in a hurry, and there are a quarter of a million locations. But what if you want to eat food with less salt and fat? Delicious fast foods can be designed to be more wholesome. At least, that is one vision for the future of food. The aim is to keep the protein that is important for building our bones and muscles. The mushrooms add protein while getting rid of some of the salt and fat found in beef.

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Adding plants to your favorite main dishes might seem odd. But the goal is to include more fruits and vegetables, not limit people to those choices. Mushrooms are a good start because they are full of vitamins, protein, and minerals. Another easy way to increase plant protein is to build your own bowl. Start with a grain or noodle bowl (or even a burrito). Add vegetables, and then make meat the final ingredient. It’s not taking away an ingredient, but rather adding something new!

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Adding plants to your diet has other benefits. Local vegetables taken right from the farm to the table are not shipped long distances. Therefore, they are often tastier and healthier. One reason is that they get to ripen instead of getting picked early for transporting. Get ready! Healthier foods are headed to your plate!

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- 1 Which sentence from the selection shows one effect of adding mushrooms to beef to create a “blended” burger?
- A *One idea being tested is the blended burger, which mixes beef and mushrooms into a patty.*
 - B *You can get food such as burgers in a hurry, and there are a quarter of a million locations.*
 - C *The mushrooms add protein while getting rid of some of the salt and fat found in beef.*
 - D *Adding plants to your favorite main dishes might seem odd.*
- 2 Based on the details in paragraph 3, chefs add mushrooms to beef when making hamburgers because mushrooms —
- A taste better than beef
 - B contain vitamins, protein, and minerals
 - C have a fat and salt content similar to beef
 - D have a texture that works well in hamburgers
- 3 The author uses cause-and-effect structure to inform readers about —
- A why vegetables are the healthiest foods to eat
 - B new ways to make foods healthier
 - C ways to increase animal protein in their diet
 - D why beef is a food source to be skipped
- 4 Based on the details in paragraph 4, one effect of using local vegetables instead of vegetables brought in from far away is that they are —
- A less expensive
 - B tastier and healthier
 - C less ripe when picked
 - D larger than most vegetables
- 5 Describe the effect of adding plant protein and reducing meat in your diet based on the details in the selection.

Directions: Read the selection and answer the questions that follow.

Secrets of the Ocean

Many strange characters live at the ocean bottom. Can you picture	11
a colorless octopus that looks like a ghost? The eerie ghost	22
octopus might seem unreal, but it is one of many newly discovered	34
ocean creatures. How many more secrets do our oceans hold?	44
We still know very little about the deep sea. In fact, it is difficult	58
to find out what we do <i>not</i> know. One reason is because the	71
“midnight zone” of the ocean is always dark. Light is gone from	83
this area of the ocean. Studying 103 million square miles of area is	96
also difficult. In addition, the deepest part of the ocean is 36,200	108
feet, and the pressure at that depth would crush human lungs.	119
These challenges have made the deep sea difficult to explore.	129
In contrast, the surface of the ocean is flooded with sunlight. The	141
sunshine makes this layer warm, as warm as 97°F, and it is called	154
the “sunlight zone.” Its depth is a mere six hundred feet. Many	166
plants and animals live in this zone—most ocean life is found here.	179
If you have spent time fishing or swimming in the open ocean, you	192
are familiar with the sunlight zone.	198
Today, researchers can move around the deep sea better than	208
they were able to in the past. For example, they can travel in	221
small submersibles. A <i>submersible</i> is a craft that goes completely	231
underwater and is used for exploring. Powerful underwater	239
instruments are designed to capture pictures of fascinating finds.	248
Thanks to technology, scientists can learn more about the deep.	258
Already, secrets have been unlocked, and these include large	267
black coral forests. Some discovered creatures of the deep are the	278
fangtooth, which has the largest teeth of any fish, and the blobfish,	290
which looks saggy and droopy.	295
Right now, there are likely thousands of species we have yet to	307
discover! Only about 10 percent of the ocean has been explored.	318
We have only just begun to understand this dark and watery world.	330

- 1 Which sentence from the selection shows an effect of the surface of the ocean being flooded with sunlight?
- A *One reason is because the “midnight zone” of the ocean is always dark.*
 - B *The sunshine makes this layer warm, as warm as 97°F, and it is called the “sunlight zone.”*
 - C *A submersible is a craft that goes completely underwater and is used for exploring.*
 - D *Already, secrets have been unlocked, and these include large black coral forests.*
- 2 The author uses cause-and-effect structure to inform readers about —
- A black, coral forests
 - B ocean life in sunlight zones
 - C learning the secrets by exploring all areas of the ocean
 - D using submarines while studying sunlight zones
- 3 Which detail from the selection shows the effect of technology on deep sea exploration?
- A *We still know very little about the deep sea.*
 - B *These challenges have made the deep sea difficult to explore.*
 - C *Thanks to technology, scientists can learn more about the deep.*
 - D *We have only just begun to understand this dark and watery world.*
- 4 Describe one effect of exploration of the midnight zone.

- 5 Describe one effect of the warmth and light provided by the sun in the sunlight zone.

Directions: Read the selection and answer the questions that follow.

Conquering the Ride

It was the month of July, and the Rodriguez family was in Cheyenne, Wyoming, for the famous Frontier Days. The foursome wasn't sure what to visit first—there was the garden full of beautiful flowers and an art show. There seemed to be a million shops selling clothes and key chains. The family finally decided on the carnival as their first stop, and Camila headed toward the spinning ride, but Mateo pointed at the games.	12 21 34 46 57 68 75
“Mateo, aren't you coming?” asked Camila.	81
“Not now,” he replied, and Mateo rushed to the balloon game.	92
After riding the spinning ride alone several times, Camila approached her mother, and she said, “Where is Mateo?”	101 110
“He's still with Dad, playing games. You know that Mateo isn't really excited by amusement rides,” Mom said.	121 128
Camila found her brother at <i>Ring the Bell</i> , and he wanted her to play, too. “I'll try that, but do you have any advice?” Camila asked him.	140 152 155
“Well,” Mateo started, but Camila interrupted him.	162
“No paragraphs, please!” Camila exclaimed, because her brother often described things the long way.	170 176
“Get the feel of the mallet in your hand, and swing as hard as you can,” Mateo coached.	191 194
Camila took a swing, but she did not ring the metal bell. “Now it's your turn for something new, Mateo. Just choose a ride that's mostly fun and just a tiny bit scary, like the bumper cars,” Camila said.	207 218 231 233
Mateo reluctantly followed Camila, and they watched people drive the bumper cars. Camila asked, “So, what do you think?” Mateo gave her a nod, and soon they were each buckling in. “This will be great!” Camila predicted, and it was.	242 253 267 273

- 1 How does the fact that Mateo only wants to play carnival games affect the plot?
- A He likes fast rides and leaves Camila out.
 - B He wants to be alone and play games by himself.
 - C He is a risk taker and spends all his time with his family.
 - D He enjoys skill activities and does not spend time with Camila.
- 2 How is the conflict of the selection resolved?
- A Camila enjoys the amusement rides alone.
 - B Mateo enjoys every type of thrill ride at the fair.
 - C Mom and Dad spend time with Camila and then Mateo.
 - D Camila and Mateo each try what the other enjoys doing.
- 3 Which sentence(s) from the selection shows how the setting affects what Mateo does?
- A *The foursome wasn't sure what to visit first—there was the garden full of beautiful flowers and an art show.*
 - B *There seemed to be a million shops selling clothes and key chains.*
 - C *“He’s still with Dad, playing games. You know that Mateo isn’t really excited by amusement rides,” Mom said.*
 - D *Camila took a swing, but she did not ring the metal bell.*
- 4 Describe how the setting affects the conflict in the selection.

Directions: Read the selection and answer the questions that follow.

Cheers from the Crowd

“Remember, if you are leading the race, don’t turn around,” T.J. said as he examined my starting stance.	11 18
“T.J., I know,” I replied. “I’ll be fine.” My brother appeared to be more nervous about the race than I was.	31 39
I hurried to the starting line, and I could see my parents and T.J. behind the metal fence where the crowd was watching. I froze and considered with a flash of panic that maybe T.J. was right to worry—maybe something bad would happen.	53 64 77 83
But then I inhaled deeply and told myself I was prepared. “I’m fast, and I can do this. I’ve been practicing for months,” I whispered as I set myself up on the chalky white line on the grass.	96 110 121
I barely had time to notice the other racers when, suddenly, the starter yelled, “On your mark, get set, go!” I took off. In the distance was the finish line, and all I had to do was be the first to get there! My heart hammered as I pulled ahead of the other runners.	133 147 164 175
<i>You should never, ever look behind you,</i> whispered a voice in my head.	186 188
I pumped my arms furiously, my lungs started to burn, and my clothes were sticking to my body. Then, I heard a low murmur; it became an explosive thunder. It sounded like they were screaming my name!	201 215 225
<i>I must be winning!</i> I remember thinking. Then, I noticed it—pieces of my right sneaker were flaking away like hair from a shedding dog. I said to myself, <i>Keep running!</i>	237 249 256
There was nothing else to do but kick the shoe off and keep going, so I kept my eyes ahead, sprinting with my right foot in a sock. One runner passed me, but I felt encouraged by the cheering crowd.	269 282 294 296
I captured second place. I raised the bouquet of flowers my brother gave me and beamed with delight as the little voice whispered, <i>You figured it out!</i>	307 318 323

- 1 Which sentence(s) from the selection introduces the setting?
- A *I hurried to the starting line, and I could see my parents and T.J. behind the metal fence where the crowd was watching.*
 - B *“I’m fast, and I can do this. I’ve been practicing for months,” I whispered as I set myself up on the chalky white line on the grass.*
 - C *My heart hammered as I pulled ahead of the other runners.*
 - D *I captured second place. I raised the bouquet of flowers my brother gave me and beamed with delight as the little voice whispered, You figured it out!*
- 2 How does the crowd change during the race?
- A It grows louder.
 - B It becomes silent.
 - C It starts to boo.
 - D It drowns out the starter.
- 3 How does the narrator respond to the crowd?
- A She runs harder.
 - B She quits the race.
 - C She looks for her parents.
 - D She thinks about her brother.
- 4 The main conflict in the selection is —
- A the narrator is running a big race
 - B the parents are cheering
 - C the runner wins the race
 - D the runner doubts herself
- 5 How is the conflict in the selection resolved?

Directions: Read the selection and answer the questions that follow.

Trails Are for Adventure

When you go horseback riding in the mountains, the trail is narrow, but the views are wide. I learned this as my family started out at the stables on a sunny Colorado day.	12 26 33
“You’re riding Pepper,” Maggie, one of our guides, informed me. I gave my gray and white horse a pat on the neck, and she gave her head a little shake, the metal on her bridle making a little clink-clink noise. Maggie must have sensed my nervousness, so she said, “Don’t worry. Pepper is a sweet little lady.”	43 58 72 81 90
We started the ride, a long line of horses following one another on the well-worn trail. Soon I felt at ease, my nerves calmed by Pepper’s steady movement and the babbling sounds of Fall River. I saw a deer and her fawn nibbling the flowers just beyond the trail.	102 115 125 139
The horses in front of me bobbed as they stepped over rocks and walked up and down the hills. “How do the horses manage not to stumble or fall?” I asked.	152 165 170
“These horses are very sure-footed and well trained,” Maggie replied.	178 180
Weather changes quickly in the mountains. Flash!—we saw lightning. Riding along, our dry day turned wet. The cold rain came in sheets, and soon our clothes were soaked through.	189 201 210
Then it began to hail. We were pelted by solid and heavy ice. The ground was muddy from the rain, and it was hard to see with the hail. I looked out in front of me and could no longer see the trail of horses. I gulped in panic—was I lost? How long ago had I been separated from everyone else? I was about to cry out for help when Maggie appeared by my side and took Pepper by the bridle. “It’s okay,” she said. “Pepper would have found her way to the cabin, but I’ll lead you there now.” After a short ride, we reached the cabin nestled in the woods, where the rest of my family was waiting anxiously. They wrapped me in a warm blanket, and we sat by the fire, as I told them the tale of my adventure.	224 238 254 268 280 292 304 317 330 342 354

- 1 The plot of the selection focuses mainly on —
- A the narrator getting to know her horse
 - B a horseback ride through the mountains
 - C a guide pointing out the sites of the mountains
 - D the way the narrator comes to love being in the mountains
- 2 How does the setting create conflict in the selection?
- A The rain is easy for the horses to walk in.
 - B The stables are a long ride from the safety of the trails.
 - C The rocky terrain causes the rider to be nervous about safety.
 - D The mountains provide beautiful scenery during the horseback ride.
- 3 Which sentence(s) from the selection includes details about the setting?
- A *Maggie must have sensed my nervousness, so she said, “Don’t worry.”*
 - B *The horses in front of me bobbed as they stepped over rocks and walked up and down the hills.*
 - C *“How do the horses manage not to stumble or fall?” I asked.*
 - D *The cold rain came in sheets, and soon our clothes were soaked through.*
- 4 Explain how the setting changes from the beginning of the story to the end.

- 5 How is the problem of how the rainstorm affected the riders solved in the selection?

Directions: Read the selection and answer the questions that follow.

Searching for Mustard

Toasty sandwich, like an oven, so hot!	7
I need the mustard, I need a lot.	15
I open the bottle and give it a shake,	24
but all that comes out is one dry mustard flake.	34
I jump like a bunny to a table nearby	43
where, look, there's another bottle to try.	50
I thump and tap and thump and tap,	58
but this bottle is empty from bottom to cap.	67
People in the restaurant smile as I squeeze	75
mustard bottles for just a bit, oh, please.	83
But, no more mustard appears!	88
Oh, well—salsa is good, I hear.	95

- 1 What does the simile “*like an oven*” in line 1 describe?
- A the color of the bottles
 - B the location of the oven
 - C the smell of the mustard
 - D the temperature of the sandwich
- 2 Which of the following describes the pattern of rhyme in stanza 2?
- A the words at the end of each line rhyme
 - B the words at the end of lines 5 and 6 rhyme
 - C the words at the end of lines 5 and 7 rhyme
 - D the words at the end of lines 5 and 8 rhyme
- 3 Which line from the selection is an example of a sound device?
- A *I open the bottle and give it a shake,*
 - B *I jump like a bunny to a table nearby*
 - C *I thump and tap and thump and tap,*
 - D *People in the restaurant smile as I squeeze*
- 4 What is the effect of the simile the author uses in line 5?

Directions: Read the selection and answer the questions that follow.

Before the Tide

A day to relax by the shifting sea,	8
But I'm as busy as a bee.	15
As I design my castle so tall,	22
with many rocks along the wall.	28
Here is my bucket full of sand,	35
and my pile of seashells so grand.	42
All by herself, my sister is gathering rocks	50
for her silly monster that wears water socks.	58
I ask, "What's that lump supposed to be?"	66
My sister is quiet as a statue and glares at me.	77
"My sand sculpture is surely superior!" I cry.	85
She looks over and yells, "Unoriginal, but nice try!"	94
Suddenly, a blanket of water comes near.	101
The waves will destroy our creations, I fear.	109
We both worked awfully hard—	114
this sand art should be on a postcard.	122
"Hey, brother, who cares about winning?"	128
Mom snaps a quick photo, and both of us are grinning.	139

- 1 The metaphor “*a blanket of water*” describes the —
- A waves coming in over the sand
 - B sand castle the speaker is building
 - C sculpture the speaker’s sister is building
 - D statue of sand being built by others at the beach
- 2 The author uses the simile “*quiet as a statue*” to compare the statue to —
- A the sister
 - B the waves
 - C the bucket
 - D the sand castle
- 3 Which lines describe the pattern of rhyme in stanza 3?
- A The words at the end of each line rhyme.
 - B The words at the end of lines 13 and 15 and at the end of lines 14 and 16 rhyme.
 - C The words at the end of lines 13, 14, 15 and at the end of lines 16, 17 18 rhyme.
 - D The words at the end of lines 13 and 14, at the end of lines 15 and 16, and at the end of lines 17 and 18 rhyme.
- 4 Which line from the selection is an example of a simile?
- A *A day to relax by the shifting sea,*
 - B *But I’m as busy as a bee.*
 - C *“My sand sculpture is surely superior!” I cry.*
 - D *She looks over and yells, “Unoriginal, but nice try!”*
- 5 Describe the author’s use of alliteration in line 11.

Directions: Read the selection and answer the questions that follow.

The Takhi – True Wild Horses

They trot across the desert with bristly manes,	8
kicking up dust on protected plains.	14
As clouds sail in the sky, Takhi again reigns.	23
When grazing animals in great herds ate and ate	32
and took over land space at a speedy rate,	41
Takhi no longer appeared in the wild. Was it too late?	52
Thirteen horses left; a small crew.	58
Could they survive in a zoo?	64
Yes, and with help, they started anew.	71
Back to the brush, to storms, to drought,	79
the healthiest among them toughed it out.	86
Like tractors, they ate grasses and sprouts.	93
Their coats grew thick, their muscles lean.	100
Now groups around rivers of melted snow are seen.	109
Each spring, new foals run wild, descendants of the thirteen.	119

- 1 The phrase “*descendants of the thirteen*” in line 15 refers back to the —
- A horses in the desert described in stanza 1
 - B disappearing horses described in stanza 2
 - C three grazing horses described in stanza 2
 - D small group of horses described in stanza 3
- 2 Which of the following best describes the rhyme pattern in the selection?
- A The last word of each line in each stanza rhymes.
 - B The last words of lines 1 and 2 in each stanza rhyme.
 - C The last words of lines 1 and 3 in each stanza rhyme.
 - D The last words of lines 2 and 3 in each stanza rhyme.
- 3 Which line from the selection shares a rhythmic pattern with the line “*Thirteen horses left; a small crew*”?
- A *As clouds sail in the sky, Takhi again reigns.*
 - B *Takhi no longer appeared in the wild. Was it too late?*
 - C *Like tractors, they ate grasses and sprouts.*
 - D *Their coats grew thick, their muscles lean.*
- 4 Explain the meaning of the simile in line 12.

- 5 How do the commas in line 10 affect the rhythm of this line?

Directions: Read the selections and answer the questions that follow.

The Mysterious Boto

A pink dolphin may sound imaginary, but it is real. It is called a boto, or Amazon River dolphin. 14
19

A Puzzling Creature 22

The boto is a secretive river dweller. Many grow as long as a canoe and can weigh 400 pounds. You would think such a large animal would be easy to find. Yet scientists argue about exactly how many botos there are. After heavy rains, the river waters are often filled with red mud. The color of this mud is similar to the color of the botos. This helps the botos hide. 36
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Out of Sight 96

Another difficulty in studying the boto is its coloring. The boto can be dark on top and light underneath. When looking from above, the dark color blends in with the waters below. When looking at the animal from below, the light color blends in with the sky above. This helps the dolphin hide. Even though it can be difficult to study botos, research continues. Scientists don't want these fascinating creatures to be overlooked. 108
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The Amazon River Dolphin

There are many species of dolphin all over the world. Most of them live in oceans. There are three types that are found only in freshwater, like rivers. One of these freshwater dolphins is the Amazon River dolphin. Of all the river dolphins, the Amazon River dolphin is the most studied. 181
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Why are scientists so interested in this creature? There are several traits that set it apart from other dolphins. Some Amazon River dolphins are whitish-gray to pink on the top. They are paler on their underside. But others are a beautiful pink color. Unlike other dolphins, an Amazon River dolphin is able to move its head from side to side. 231
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- 1 Based on the information in both selections, why is it difficult to study the Amazon River dolphin?
- A The dolphins are imaginary.
 - B Most dolphins live in freshwater rivers.
 - C The dolphins' size makes it easy for them to hide.
 - D The coloring of the dolphins makes them hard to spot.
- 2 Which sentence from the second selection supports the idea in the first selection that Amazon River dolphins are not one solid color?
- A *There are three types that are found only in freshwater, like rivers.*
 - B *Of all the river dolphins, the Amazon River dolphin is the most studied.*
 - C *They are paler on their underside.*
 - D *But others are a beautiful pink color.*
- 3 Based on information provided in both selections, the reader knows that some Amazon River dolphins have —
- A long snouts
 - B short bodies
 - C pink coloring
 - D heads that cannot turn
- 4 Describe the physical characteristics of Amazon River dolphins based on details found in both selections.

Directions: Read the selections and answer the questions that follow.

Fight or Flight

Even though it doesn't seem logical, scientists tell us that fear can be a good thing.	12 16
The way you experience fear is your body's response to something. You automatically seek to protect yourself. Maybe you've heard a loud noise. Your brain readies you to battle or escape whatever is threatening, which is known as the fight-or-flight response.	26 34 46 55 57
The brain reacts to fear by releasing chemicals that cause an increase in heart rate and breathing, and it sends more blood to your muscles. There is a purpose to fearfulness. Fear makes you alert so that you can face that fear!	68 80 91 99

Stressed Out!

Some days there is so much to do—cleaning your room, doing your homework, practicing your instrument, writing paragraph after paragraph for a school report. You might feel a little stressed out. What happens inside your body when you are stressed?	111 119 131 140
You'll probably notice your muscles feel a little tight, and you might get a headache.	152 155
You may start breathing a little harder and notice your heart beating faster, and you may even start to sweat.	166 175
You might feel like there are “butterflies” in your stomach.	185
These reactions might keep you from your work, but the good news is that they will pass when the stress is gone. You can try some deep breathing or stretching exercises. These can help you relax and get things done.	196 210 220 225

- 1 According to information in both selections about breathing, how does your body change when you face fear or stress?
- A You breathe deeply.
 - B You hold your breath.
 - C Your breathing gets faster.
 - D Your breathing gets slower.
- 2 According to the information found in both selections, your heart responds to fear or stress by —
- A stopping
 - B slowing down
 - C skipping a beat
 - D beating more quickly
- 3 Which sentence from “Stressed Out” supports the idea from “Fight or Flight” that your body physically responds?
- A *Some days there is so much to do—cleaning your room, doing your homework, practicing your instrument . . .*
 - B *You might feel a little stressed out.*
 - C *You’ll probably notice your muscles feel a little tight.*
 - D *You can try some deep breathing or stretching exercises.*
- 4 Which of these ideas is found in both selections? Both selections suggest that your body —
- A seeks protection
 - B pumps blood quickly
 - C requires breathing to stay calm
 - D reacts physically to some situations
- 5 Based on the information in these two selections, how does your body’s response to stress differ from your body’s response to fear?

Directions: Read the selections and answer the questions that follow.

Video Game Tester

What is a video game tester?

A game tester works for a video game production company. Such businesses need to test video games before they are sold to millions of people. A tester’s job begins when a game is close to its final stages of development.

What does a video game tester do?

Testers play a game many times. They make notes about any problems. A tester may find, for example, that a game’s menu does not work correctly or that pushing a button on the controller does not perform the correct action. This process may take months.

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Cho’s Typical Day

In many ways, Cho’s day at work is different from most people’s. He tests video games, but it’s not all play. Most of Cho’s day is spent trying to “break” a game. He attends meetings so he can report any breaks, or problems, that appear. He also writes long e-mails with detailed paragraphs explaining problems with the games.

Cho doesn’t get to relax and enjoy playing video games. While on the job, he must analyze, or check, games very carefully. He must regularly communicate with artists, programmers, and designers. He also has deadlines. Finishing his testing by a certain date can be stressful for Cho.

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- 1** Read these sentences from the first selection. *“Testers play a game many times. They make notes about any problems.”* Which sentence from the second selection supports the idea expressed in these sentences?
- A** *In many ways, Cho’s day at work is different from most people’s.*
 - B** *He also writes long e-mails with detailed paragraphs explaining problems with the games.*
 - C** *While on the job, he must analyze, or check, games very carefully.*
 - D** *Finishing his testing by a certain date can be stressful for Cho.*
- 2** What information from “Video Game Tester” supports the idea from “Cho’s Typical Day” that a tester is looking for problems in a game?
- A** *A game tester works for a video game production company.*
 - B** *A tester’s job begins when a game is close to its final stages of development.*
 - C** *A tester may find, for example, that a game’s menu does not work correctly, or that pushing a button on the controller does not perform the correct action.*
 - D** *This process may take months.*
- 3** Based on information in both selections, video game testers —
- A** take many breaks in a day
 - B** do not need to go to school
 - C** spend all day playing to win
 - D** provide feedback on problems
- 4** Using details from both selections, describe the skills that a video game tester needs for this job.

- 5** Based on information from both selections, how is being a video game tester stressful?

Directions: Read the selection and answer the questions that follow.

Lucas's Long Jump

Lucas felt like his legs and arms were pumping in slow motion.	12
“Get your knees up!” advised Coach Singleton.	19
Lucas got ready for the long jump pit, and as he hit it, he stopped before pushing his legs forward.	34 39
Coach Singleton approached Lucas, and he said, “Pretty good, but you’ll do better—I promise.” Lucas nodded, but he was too tired to wonder what Coach meant.	49 62 66
When all the long jumpers gathered on the field for stretches the next day, Coach announced a change of routine.	78 86
The jumpers followed Coach into the locker room to find a laptop set up on a table.	98 103
“Gather around,” said Coach. He played a video of the ten longest jumps of all time. The team saw one jumper moving his arms in circles as if flying through the air, and they watched another drive his legs forward and dig his heels hard into the sand.	115 128 140 151
“Who wants to jump like those athletes?” asked Coach. “Son, can you hear the call of the jump? Are you interested in the challenge?”	162 175
<i>Am I?</i> Lucas asked himself. <i>Shall I try?</i>	183
Long jump lessons continued all week as the jumpers practiced, picturing themselves running to the edge of the pit and jumping forward.	193 203 205
Lucas realized the beginning of the jump was his problem. <i>My mind is telling me it’s impossible to push my feet in front of my body</i> , he thought. He could imagine himself turning to jelly, and he looked over at Coach Singleton, who was smiling.	216 230 242 250
“Don’t stop when you reach the pit. Keep going,” Coach Singleton said.	260 262
So, Lucas pictured himself jumping and landing, sand flying, and then rising to smile at the crowd. The time had come to meet the challenge of the jump.	272 286 290

- 1 How does Lucas feel at the beginning of the selection?
- A Tired from practice
 - B Hopeful he will jump far
 - C Happy that he is able to jump
 - D Angry that he was late to practice
- 2 Which detail from the selection tells about Lucas’s challenge?
- A *Lucas felt like his legs and arms were pumping in slow motion.*
 - B *Coach Singleton approached Lucas . . .*
 - C *Lucas realized the beginning of the jump was his problem.*
 - D *. . . he looked over at Coach Singleton, who was smiling.*
- 3 After listening to Coach Singleton’s advice, Lucas —
- A wins the track meet
 - B pictures himself succeeding
 - C decides to quit the long jump
 - D needs to examine more videos
- 4 Describe Coach Singleton’s interactions with Lucas before taking the team into the locker room.

Directions: Read the selection and answer the questions that follow.

Rob the Great

Jayla and Rob had gathered all their materials, and together they said, “Abracadabra!”	11 13
“We have the coolest act for the talent show!” cried Jayla.	24
Rob liked how much Jayla was looking forward to the talent show. He had a surprise for her: a table decorated with a banner announcing “Jayla and Rob, the Great Magicians!”	35 48 55
“That’s not all,” Rob smiled. He showed Jayla two magician costumes, complete with top hats and magic wands.	65 73
“I think the scarf trick should belong to you. You’re better at it than I am,” suggested Rob.	87 91
The duo practiced their act, memorizing their amazing tricks. A week before the talent show, Jayla called Rob on the phone.	101 112
“Guess what,” she began. “I broke my leg, and I’m not allowed to walk around,” she explained.	125 129
“That’s terrible,” replied Rob. “But wait, you can still perform the magic act, can’t you?”	140 144
Later that day, Jayla’s brother gave her a ride to Rob’s house.	156
“Jayla, we will just have to forget about the talent show,” Rob said gloomily as Jayla rested on the couch.	169 176
“What we need is to make the act more exciting,” Jayla said. She had brought some music with her, and, as Rob performed the different tricks, she helped him with his movements.	189 200 208
“Turn around in a circle with the scarves, and now, stretch them out! Perfect!” she called out.	220 225
At the end of the practice, Rob took a bow, and Jayla cheered and clapped wildly. Clearly, Rob wasn’t alone. It took two talented people to create a winning magic show!	238 249 256

- 1 How does Rob’s interaction with Jayla at the beginning of the selection help him? She —
- A gives him advice on moves
 - B advises him on the costumes
 - C provides him with decorations
 - D makes him look forward to the show
- 2 What sentence from the selection shows Rob’s thoughts about the talent show after Jayla gets hurt?
- A *“We have the coolest act for the talent show!” cried Jayla.*
 - B *He showed Jayla two magician costumes, complete with top hats and magic wands.*
 - C *The duo practiced their act, memorizing their amazing tricks.*
 - D *“Jayla, we will just have to forget about the talent show,” Rob said gloomily as Jayla rested on the couch.*
- 3 How does Jayla feel about the performance in the talent show?
- A Angry
 - B Content
 - C Excited
 - D Nervous
- 4 Why does Rob surprise Jayla at the beginning of the selection?
- A He wants new costumes.
 - B He does not want to do the show.
 - C He enjoys giving presents to his friends.
 - D He knows she is excited about the show.
- 5 How does Jayla change Rob’s mind about performing the show after she goes to his house?

Directions: Read the selection and answer the questions that follow.

Holding a Family Together

Robert and George Davis shared their home with another family.	10
A lot of families lived together during the Great Depression of the	22
1930s. The brothers didn't mind having Elizabeth Johnson live with	32
them. Their fathers worked at the same factory in their village. The	44
owners of the factory had announced it would now operate only	55
three days a week, so money was tight.	63
"Father, I have a paper route after school," Robert said.	73
"And I am going to babysit Ruby Clark," added Elizabeth. They all	85
gave money to their parents to help pay for the home.	96
"We are very thankful to you both," said kind Mr. Johnson,	107
sounding very tired.	110
Mrs. Davis cleared the table and washed the dishes. "You kids go	122
out and have some fun now," she encouraged.	130
Robert, George, and Elizabeth scurried outside. "Let's see if they're	140
dry!" squealed Elizabeth. They did not have money to buy new	151
toys, so the kids made their own. They had created kites out of	164
brown paper and mixed flour and water for glue.	173
Fortunately, there was a breeze, and soon the children were flying	184
kites. "I say we plan a picnic," dreamed Elizabeth.	193
"Yeah, we could pile into Mr. Smith's truck and go fishing at the	206
Ohio River," suggested George.	210
"We could stay overnight and have a campout!" added Robert.	220
"It's practically free entertainment, except for the cost of gas . . ."	230
The three children nodded glumly. But George wasn't giving up on	241
the idea. "How about I help Mrs. Smith plant a garden? Instead of	254
paying me money, we could ask for payment in gasoline. Then we	266
can take the truck and go camping."	273
Rarely did the three children feel bored during the Depression,	283
because a little imagination went a long way!	291

- 1 Which sentence tells you how the children felt about realizing they needed money for gas?
- A *“Father, I have a paper route after school,” Robert said.*
 - B *They all gave money to their parents to help pay for the home.*
 - C *They had created kites out of brown paper and mixed flour and water for glue.*
 - D *The three children nodded glumly.*
- 2 What detail shows a challenge the children faced?
- A *Their fathers worked at the same factory in their village.*
 - B *“You kids go out and have some fun now,” she encouraged.*
 - C *They did not have money to buy new toys, so the kids made their own.*
 - D *But George wasn’t giving up on the idea.*
- 3 Why do the three children have jobs? They —
- A want to buy new toys
 - B are helping their families
 - C enjoy working after school
 - D need to plant a new garden

4 How does Mr. Johnson interact with the children?

5 How does George respond to Robert’s being disappointed about the cost of gas?

Directions: Read the selection and answer the questions that follow.

Plant Care

Mario was startled by his mother's "Oh, no!"	8
"Look! Something has chewed my flowers!" Mario knew that those flowers were his mother's pride and joy because she had started the flowers in four-inch containers, and now the plants were the size of bushes.	18 29 40 43
Mario noticed the nibbled leaves from the kitchen window as he got ready for school, and he wondered what was eating them.	54 65
That evening, Mario's mother was checking business papers at the kitchen table, while Mario played video games in the living room. He saw that she was working so hard, and he wished he could help her.	75 87 101
Mario put the controller down and thought about what had happened that morning, when he got an idea. He asked his mom if he could use the computer to do some research. Soon, he was looking through the kitchen drawer for a flashlight and heading outside.	112 127 139 147
"Where are you going?" asked his mother.	154
"I'm going to check your garden," Mario replied. He walked into the backyard as his mom watched from the window. His plan was to solve his mother's garden problem. He had learned through his research that rabbits and other animals will nibble plant leaves and stems, and sure enough, the beam of the flashlight shone on some rabbit tracks among the flowers. His guess had been right! He thought for a moment, and then he knew just what to do.	165 177 188 199 211 222 234
The next day, Mario enlisted his uncle's help.	242
"We are looking for netting," Mario explained while at the village garden shop.	253 255
When his mother arrived home, Mario and his uncle were waiting in the backyard.	267 269
"You don't have to worry about a pest attacking your flowers anymore," said Mario. "I'm pretty sure that the plants will grow back, and this netting should protect everything."	280 291 298
His mother's face lit up like a flower in the bright country sun.	311

- 1 What sentence contains details that are important to the setting?
- A *Mario put the controller down and thought about what had happened that morning . . .*
 - B *He asked his mom if he could use the computer to do some research.*
 - C *. . . the beam of the flashlight shone on some rabbit tracks among the flowers.*
 - D *His mother’s face lit up like a flower in the bright country sun.*
- 2 What detail from the selection best explains the problem in the story?
- A *Mario was startled by his mother’s “Oh, no!”*
 - B *Mario noticed the nibbled leaves from the kitchen window as he got ready for school . . .*
 - C *Mario put the controller down and thought about what had happened that morning . . .*
 - D *“We are looking for netting,” Mario explained while at the village garden shop.*
- 3 Which sentence shows the climax, or turning point, of the selection?
- A *He saw that she was working so hard . . .*
 - B *He thought for a moment, and then he knew just what to do.*
 - C *The next day, Mario enlisted his uncle’s help.*
 - D *When his mother arrived home, Mario and his uncle were waiting in the backyard.*
- 4 How does the setting influence the solution to the story?

Directions: Read the selection and answer the questions that follow.

Animal Rescue Hits the Road

Mrs. Garcia, the manager at the animal shelter, had a challenge finding owners for the many dogs and cats in her care. Volunteers like James and his sister Olivia helped comfort the animals until they were adopted. Every week, however, it seemed that more and more animals arrived that needed homes.	11 23 34 45 51
Mrs. Garcia spoke as shelter staff and volunteers gathered for a meeting. "The truth is we have an overpopulation of animals in our county. I would send dogs to my son if I could, but . . ."	62 74 86
"I have a friend in New York who would love either a boxer puppy or a collie. There just aren't any available in shelters in her area," sighed Olivia. "I wish we could send her Tyson! He's part boxer, and he needs a good home."	100 113 125 131
"Why can't we?" asked James. "Why can't we?" echoed through the room.	141 143
"We don't have the money to fly a dog across the country, James," objected Mrs. Garcia.	156 159
"What if we started a car transport? We could ask volunteers to drive our animals to their new homes once we make a match," suggested James.	171 183 185
Olivia joined in. "We know our sweet puppies, kittens, and older pets are cute, but we need to get the word out to other people," added Olivia.	196 210 212
Mrs. Garcia warmed to the idea. "James, start taking photos of our animals. I'll call shelters in nearby states to see if they have adoption requests that they can't meet. Maybe one of our animals will be exactly what they're looking for."	223 236 247 254
Olivia chimed in. "I can start an online page to ask for volunteer drivers."	267 268
James and Olivia didn't know their great idea would be such a success. Soon, Tyson was traveling two hundred miles to his new home!	280 290 292

- 1 What is the conflict in paragraph 1?
- A There are not enough volunteers.
 - B The shelter animals have no homes.
 - C Most people prefer boxers and collies.
 - D Some animals don't like to ride in cars.
- 2 The problem is resolved when —
- A Mrs. Garcia begins the meeting
 - B Olivia remembers her friend in New York
 - C they come up with a plan to transport the animals
 - D there is an overpopulation of animals in the county
- 3 What sentence shows how Mrs. Garcia responds as the plot moves to resolution?
- A *“I would send dogs to my son if I could, but . . .”*
 - B *“I wish we could send her Tyson!”*
 - C *Mrs. Garcia warmed to the idea.*
 - D *Soon, Tyson was traveling two hundred miles to his new home!*
- 4 It is important that Olivia wishes they could send Tyson to New York because her wish —
- A makes the group think about how to find homes
 - B gives James the idea to take pictures of Tyson
 - C finds a new home with a new family for Tyson
 - D leads Mrs. Garcia to ask her staff to have a meeting
- 5 How does the setting of the animal shelter impact the plot?

Directions: Read the selection and answer the questions that follow.

Strong-Willed Jessica

Jessica marched into the classroom with her backpack on tight and began writing the date on the board.	10 18
“Jessica, that job is for the day’s helper,” objected Lily.	28
“Mrs. Green won’t mind,” Jessica replied.	34
Later, Mrs. Green divided the class into groups for a project, and she assigned each student a job. Jessica expected to be the leader for her group, but instead, she was given the role of timekeeper.	45 56 68 70
“But, Mrs. Green, don’t you want me to keep everyone in my group on task?” asked Jessica.	83 87
“It’s important that everyone tries each role, and you have already been a leader,” replied Mrs. Green. “Shall we take turns?”	98 108
Jessica frowned. Didn’t everyone know she was the best leader in the class? <i>I guess she hasn’t even noticed me</i> , thought Jessica.	119 130
Mrs. Green selected Lily as the leader for their group, and Jessica watched her as their team worked on the project. Jessica could see that Lily wasn’t doing a bad job, and in fact, she made sure everyone in their group had the chance to contribute.	142 153 167 176
Afterward, Jessica was sitting in the cafeteria, deep in thought, when Lily stopped by her table.	186 192
“What’s wrong?” Lily asked.	196
“Well, YOU got to be the leader today . . .” started Jessica.	206
“You have been the leader, too, Jessica. Remember the last time? You did most of the group’s work,” stated Lily.	217 226
Jessica started to object, but then she thought about what Lily said. Giving everyone a chance to be leader was fairer than always giving it to Jessica. She nodded slowly. “You’re right, and besides, our group gave the best presentation, so it’s good to be a part of the team,” smiled Jessica.	237 249 260 274 278

- 1 Which sentence contains a descriptive detail that shows what the setting is?
- A *Jessica marched into the classroom with her backpack on tight and began writing the date on the board.*
 - B *“But, Mrs. Green, don’t you want me to keep everyone in my group on task?” asked Jessica.*
 - C *She made sure everyone in their group had a chance to contribute.*
 - D *“Besides, our group gave the best presentation.”*
- 2 Which detail about Jessica shows that the plot of the selection is moving toward resolution?
- A *“Mrs. Green won’t mind,” Jessica replied.*
 - B *Jessica frowned.*
 - C *“Besides, our group gave the best presentation.”*
 - D *“It’s good to be a part of the team,” smiled Jessica.*
- 3 The problem of Jessica being upset is solved when —
- A Jessica writes the date on the board to help Mrs. Green
 - B Lily finds Jessica eating lunch alone and goes to talk to her
 - C Mrs. Green divides the class into groups to do an assignment
 - D Jessica realizes that other students should get a turn to be a leader
- 4 What is the climax, or turning point, in the selection?

- 5 In the falling action of the selection, what change does Lily see in Jessica?

Directions: Read the selection and answer the questions that follow.

The Engineer

People often ask me how I decided to become an engineer. There were a lot of things that helped me make the decision, and the story goes something like this. 12
25
30

When I was a little girl, I used to watch my father work on his cars. At first, I would just lie on the floor and watch, because I loved to see him take things apart and put them back together again. I started to help him when I got older. My father would say, “Hannah, hand me the wrench.” This way, I learned about tools and cars. 45
58
71
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98

When I was in high school, I helped him even more. We took out old batteries and replaced them with new ones, we rebuilt engines, and we even went to junkyards to explore for old parts. 111
122
134

After high school, I went to college, and I already knew that I loved tinkering with cars and seeing how they worked. Now I wanted to learn the principles of automobile design, to decide what the cars would look like, and to decide how they would work. I wanted to be a member of the team who would make the “next big thing.” My college advisor told me to try the engineering program, and as soon as I sat down in my first class, I knew I had made the right decision. 148
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226

Now I spend my time working with other engineers. I enjoy imagining how to design safer cars. We also want to make cars that use less fuel. 237
249
253

I am part of a team that is improving the first car that drives itself. A computer program operates the car, which means no one has to drive! Everyone in the car can be a passenger. 268
280
289

So how did I decide to become an engineer? It was my dad, my love for figuring out how things work, and a lot of hard work. 303
316

- 1 What detail from the selection best explains why the author included details about her dad?
- A *This way, I learned about tools and cars.*
 - B *After high school, I went to college . . .*
 - C *. . . as soon as I sat down in my first class, I knew I had made the right decision.*
 - D *I enjoy imagining how to design safer cars.*
- 2 Which sentence supports why the author wrote the selection?
- A *When I was a little girl, I used to watch my father work on his cars.*
 - B *When I was in high school, I helped him even more.*
 - C *I am part of a team that is improving the first car that drives itself.*
 - D *It was my dad, my love for figuring out how things work, and a lot of hard work.*
- 3 The author wrote “The Engineer” most likely to —
- A show how to become an engineer
 - B explain why she became an engineer
 - C inform the reader that engineering is fun
 - D persuade the reader to study engineering
- 4 The author most likely included information about college to —

Directions: Read the selection and answer the questions that follow.

My Electric Ear

My name is Pablo, and I have an electric ear. No, I'm not a robot.	15
I have what is called an implant, which is a very small device that fits inside and around my ear so I can hear.	29 39
I was born in 1980, and when I was just a baby, my parents noticed that I did not look at them when they called my name. I also did not jump at loud noises. The doctor told them I was hearing impaired, which means that I could not hear the sounds around me.	54 70 82 93
When I was small, this kind of implant had not been invented yet, so my parents learned sign language and started to use it all the time. Since I could not hear, I could not learn spoken language. Sign language let me use my hands to "speak" with my family and friends.	106 119 131 143 145
When I was about ten years old, my parents told me that I would be getting an implant. I already knew a little bit about it because they had shown me some books about kids who had them. They took me to the doctor to learn more, and she said I would have an operation to place the implant in my ear and that another part would rest outside the ear. I was nervous, but excited, because I would be able to hear!	159 172 184 198 211 223 228
I can still remember the first time I could hear my parents' voices. We all cried. Before my implant, I could only sense the beat of a drum or other music. But after getting the implant, I could hear everything: guitars, pianos, people talking, and even my dog barking!	242 256 268 277
I've had my electric ear for many years now, but the experience of hearing all these things for the first time is one I will never forget.	290 304

- 1 What sentence from the selection explains why Pablo needs an electric ear?
- A *No, I'm not a robot.*
 - B *. . . which means that I could not hear the sounds around me.*
 - C *When I was small, this kind of implant had not been invented yet . . .*
 - D *. . . she said I would have an operation to place the implant in my ear.*
- 2 The author most likely included the fifth paragraph in the selection to —
- A provide more information about his impairment
 - B express his concerns about being hearing impaired
 - C inform the reader of the results of getting an implant
 - D give information on how to live being hearing impaired
- 3 Which text evidence did the author include to express his feelings about having an electric ear?
- A *My name is Pablo, and I have an electric ear.*
 - B *Sign language let me use my hands to “speak” with my family and friends.*
 - C *When I was about ten years old, my parents told me that I would be getting an implant.*
 - D *I can still remember the first time I could hear my parents’ voices. We all cried.*
- 4 The author wrote “My Electric Ear” mostly to —
- A entertain with a fun story
 - B inform others about implants
 - C express his opinion about operations
 - D persuade people to get hearing checks
- 5 Why did the author include the second paragraph?

Directions: Read the selection and answer the questions that follow.

Life as an Electrician

Can you imagine life without electricity? You wouldn't have television or cold drinks, you wouldn't be able to charge a mobile device, and you would have to finish your chores by sunset. Modern cars wouldn't run because they depend on electrical systems.	10 22 34 42
My interest in electricity started at age six. My parents called an electrician to fix an outlet in our house, and I followed him around like a curious puppy. My parents kept telling me to leave him alone, but he didn't seem to mind. He showed me what all his tools were and explained what they did. His knowledge of electricity was a force, drawing me in, and he treated me like a son, showing me what he knew.	54 67 80 94 105 118 121
Electricity—such a powerful force! I wanted to know the what, the why, and the how of it.	133 139
I was already reading books about electricity by the time I was seven, and I had stacks of books on the floor from the library. As I grew older, I experimented with making my own electronics. My sixth-grade science project was a motor made from a battery and magnets. In high school, I built a radio, and I was able to tune in to my favorite stations. Incredible!	151 165 176 187 203 207
After high school, I went to college, studying everything I needed to know to become an electrician. Two years later, I attended a special school for electricians, which was followed by time studying with other electricians. I trained with them on the job.	218 229 239 250
One of the many things I learned is that you must be in good shape to be an electrician. Electricians often work standing, kneeling, or even lying down. You must also have good eyesight and be able to see colors clearly. There can be many different colored wires, each serving a different purpose, so it is very important not to mix them up.	266 276 289 300 313
After being an electrician for fifteen years, I can truly say that I love what I do.	327 330

- 1 What sentence from “Life as an Electrician” gives important information about why the author wrote the selection?
- A *Modern cars wouldn’t run because they depend on electrical systems.*
 - B *My parents kept telling me to leave him alone, but he didn’t seem to mind.*
 - C *I wanted to know the what, the why, and the how of it.*
 - D *You must also have good eyesight and be able to see colors clearly.*
- 2 The details from the author’s childhood relate to the information at the end of the selection by showing that —
- A the things the author was interested in as a child are things electricians do
 - B following the electrician was all he needed to do to be an electrician
 - C everything one needs to know about being an electrician can be learned as a child
 - D his parents had to convince him to go to school to be an electrician
- 3 The author wrote “Life as an Electrician” most likely to —
- A persuade people to study about electricity in school
 - B describe school projects that are able to use electricity
 - C express an opinion about electricians being in good shape
 - D inform others of his interest in and path to being an electrician
- 4 Why did the author include the second paragraph?

- 5 What was the author’s purpose for including the paragraphs about learning about electricity in school?

Directions: Read the selections and answer the questions that follow.

Ant, Person, Elephant

It was the first day of school, and Amy noticed a new girl standing in her class line. Amy gave her a smile as they walked inside. Their teacher told the class that the new girl's name was Gita and that her family had recently moved from Indonesia. At recess, Amy asked Gita to show her some games she liked to play.	14 28 41 51 62
“Well, there’s this one game we played a lot back home called Ant, Person, Elephant,” Gita said.	75 79
Gita used her hands as she spoke. “Each person holds out a hand, and then you count to three and either hold out your pinky finger (ant), pointer finger (person), or thumb (elephant). The ant beats the elephant because it can crawl into his ear and tickle him. The person beats the ant because the person is much bigger. The elephant beats the person because he can lift the person up with his trunk.”	92 105 116 129 140 153
“That’s a lot like rock, paper, scissors!” Amy said.	162

Go-Go-Im

It was finally the day of the party, and this year I was sharing a game I had learned from my cousins in Israel: Go-Go-Im. I’d been saving apricot pits all summer, and I now had a giant bag full of them. I’d also been collecting cardboard to make targets for the game.	117 189 203 213 215
As he walked up to my table, my best friend Tom was joined by Clara, Maddie, and Dom. They wanted to see what this “awesome game from Israel” was all about. I had been talking about it all summer, and I hoped that it would live up to their expectations.	229 240 253 265
“There are six holes; each one is worth a different number of points,” I explained. “The biggest is worth one point, and the smallest is worth one hundred points. You need to toss the pits and try to get them in the holes.”	277 288 300 308
Soon, everyone was tossing apricot pits, challenging each other to see who could get the most points.	318 325

- 1 In “Ant, Person, Elephant,” Amy is willing to learn a new game. Which sentence from “Go-Go-Im” shows that its characters are like Amy?
- A *I’d been saving apricot pits all summer, and I now had a giant bag full of them.*
 - B *I’d also been collecting cardboard to make targets for the game.*
 - C *They wanted to see what this “awesome game from Israel” was all about.*
 - D *I showed them how it was done.*
- 2 How are the narrator’s feelings about the game revealed in “Go-Go-Im”?
- A *I’d also been collecting cardboard to make targets for the game.*
 - B *As he walked up to my table, my best friend Tom was joined by Clara, Maddie, and Dom.*
 - C *I had been talking about it all summer, and I hoped that it would live up to their expectations.*
 - D *Soon, everyone was tossing apricot pits, challenging each other to see who could get the most points.*
- 3 How are Gita in “Ant, Person, Elephant” and the narrator from “Go-Go-Im” similar? They both —
- A make new friends in school
 - B teach games from another country
 - C tell stories about games they enjoy
 - D take a risk to learn something new
- 4 How are the feelings of Amy in “Ant, Person, Elephant” and the narrator from “Go-Go-Im” different?

Directions: Read the selections and answer the questions that follow.

Common Ground

My mom and I were bringing sweet plantains to Mrs. Garcia, our new neighbor. I'd been reading my comic book and wasn't all that excited about going.	12 24 27
When we arrived, Mrs. Garcia invited us inside, and we learned that she was from the same village in Guatemala that my mom is from.	39 52
I sat down and listened as she and my mom traded stories about immigrating to the United States. They talked about the paths they had taken to become citizens. I watched my mom as she spoke with Mrs. Garcia. I had thought I'd heard everything before. This time, though, my mom was sharing some new memories.	65 76 88 99 108
"Go on back to your comic book, Isabella," Mom said with a wink when we returned home.	121 125
"How about you tell me some more about Guatemala instead?" I said.	135 137

Sharing Cultures

Malia walked into the gym carrying her dish, her favorite chicken stew, and a special bread commonly eaten in Uganda. "Where shall I put it?" she asked her teacher.	148 158 166
"Either this table or that one," Mrs. Becker said, pointing to the two tables. She added, "I can't wait to see your dance!" Malia smiled and then quickly walked backstage to practice. She was afraid she would forget a step and fall on the floor.	179 191 202 211
As more and more people entered the gym, mouthwatering smells of various dishes floated through the air. Everything smelled delicious, but Malia was so nervous that she couldn't eat a bite!	221 230 242
When dinner was finished and everything put away, Mrs. Becker announced the beginning of the performance. Malia's dance was first. She hesitated for a moment, but then she heard the rhythmic beat of the traditional song and stepped onto the stage.	252 261 273 283

- 1 How does Isabella reveal her feelings about hearing her mom’s memories in “Common Ground”?
- A *My mom and I were bringing sweet plantains to Mrs. Garcia, our new neighbor.*
 - B *They talked about the paths they had taken to become citizens.*
 - C *I watched my mom as she spoke with Mrs. Garcia.*
 - D *“How about you tell me some more about Guatemala instead?” I said.*
- 2 In “Sharing Cultures,” Malia happily shares her culture with the school. Which sentence from “Common Ground” shows how Isabella is different from Malia?
- A *I’d been reading my comic book and wasn’t all that excited about going.*
 - B *I sat down and listened as she and my mom traded stories about immigrating to the United States.*
 - C *I had thought I’d heard everything before.*
 - D *This time, though, my mom was sharing some new memories.*
- 3 How does the narrator show the feelings of the main character in “Sharing Cultures”?
- A *“Where shall I put it?” she asked her teacher.*
 - B *She was afraid she would forget a step and fall on the floor.*
 - C *Everything smelled delicious.*
 - D *Malia’s dance was first.*
- 4 How are Isabella in “Common Ground” and Malia in “Sharing Cultures” similar? They both —
- A like to cook and dance
 - B are students at the same school
 - C express themselves through words
 - D share food from their native countries
- 5 What are Isabella’s and Malia’s feelings toward their cultures of origin?

Directions: Read the selections and answer the questions that follow.

Sky Stones

Daniel squirmed in his seat, waiting for his turn to speak. He had decided to talk about a piece of his American Indian heritage, but he wasn't sure if he could describe the necklace correctly. He ran his fingers over the large turquoise stone set in the middle and tried to remember everything his father had told him about the necklace. Would anyone even be interested?	13 25 37 49 60 66
Soon, it was Daniel's turn, so he cleared his throat and began to describe the importance of turquoise in Navajo jewelry.	79 87
"It is known as the 'sky stone' because its bright blue color represents the sky," he explained. "The green lines throughout it represent the Earth." As he spoke, Daniel felt more and more comfortable, and before long, he had finished his presentation.	99 108 120 129
"Does anyone have any questions?" Daniel asked, and he watched hands go up in the air.	139 145

What's in a Word?

Before I was born, my mom's sister moved to England, a country across the ocean. I'd never met her or my cousin Pippa, but now they were finally coming for a visit. I was excited, but I wondered if we'd have anything in common.	157 170 184 189
After they arrived, my mom and Aunt Bonnie headed off to chat, so I decided to show Pippa my room.	202 209
"I love your jumper, Katie," she said, as we walked upstairs.	220
"Um, thanks," I replied. I had no idea what she was talking about, but I didn't want to seem rude either.	233 241
We became fast friends as we chatted. We even discovered we both belong to the same online reading club, and before we knew it, Mom was calling us for dinner. As we headed back downstairs, Pippa touched my sleeve.	252 264 276 280
"By the way," she said with a smile, "a jumper is a sweater."	293

- 1 Which sentence shows how the narrator reveals the feelings of the main character in “What’s in a Word”?
- A *I was excited, but I wondered if we’d have anything in common.*
 - B *“I love your jumper, Katie,” she said as we walked upstairs.*
 - C *We even discovered we both belong to the same online reading club.*
 - D *“By the way,” she said with a smile, “a jumper is a sweater.”*
- 2 How do Daniel’s feelings change from the beginning of “Sky Stones” to the end? They change from —
- A angry to calm
 - B anxious to excited
 - C happy to concerned
 - D nervous to confident
- 3 How are Katie in “What’s in a Word” and Daniel in “Sky Stones” similar? They both —
- A give a speech
 - B feel nervous about something
 - C enjoy spending time with their family
 - D create new pieces of art with their hands
- 4 In “What’s in a Word?” how does Katie feel when Pippa says, “I love your jumper”?

- 5 How is the point of view in “Sky Stones” different from the point of view in “What’s in a Word”? Provide text evidence that helps you explain.

Directions: Read the selection and answer the questions that follow.

Sunset

It was late afternoon,	4
The day getting old.	8
I glanced at the skies—	13
A sight to behold!	17
A watercolor painting	20
Was brushed across the sky.	25
Amazing pinks and purples,	29
I couldn't believe my eyes!	34
Whoosh! a new brush, new color,	40
A deep shade of blue.	45
Stars began to twinkle.	49
A new canvas to view.	54

- 1 What does the figurative language “*A watercolor painting*” describe?
- A Art
 - B Clouds
 - C Stars
 - D Sunset
- 2 Read the last stanza. The word “*whoosh*” is an example of onomatopoeia. Which of the five senses does the word whoosh appeal to?
- A Hearing
 - B Sight
 - C Taste
 - D Touch
- 3 What line from the poem helps the reader imagine the way a night sky looks?
- A *It was late afternoon,*
 - B *I glanced at the skies—*
 - C *I couldn’t believe my eyes!*
 - D *A new canvas to view.*
- 4 What words does the author use to compare the sky to a work of art? Choose two details to support your answer.

Directions: Read the selection and answer the questions that follow.

The Wind

By Robert Louis Stevenson

I saw you toss the kites on high	8
And blow the birds about the sky;	15
And all around I heard you pass,	22
Like ladies' skirts across the grass—	28
O wind, a-blowing all day long,	34
O wind, that sings so loud a song!	42
I saw the different things you did,	49
But always you yourself you hid.	55
I felt you push, I heard you call,	63
I could not see yourself at all—	70
O wind, a-blowing all day long,	76
O wind, that sings so loud a song!	84
O you that are so strong and cold,	92
O blower, are you young or old?	99
Are you a beast of field and tree,	107
Or just a stronger child than me?	114
O wind, a-blowing all day long,	120
O wind, that sings so loud a song!	128

- 1 The poet uses repetition by including the line(s) —
- A *I saw the different things you did,*
 - B *I felt you push, I heard you call, I could not see yourself at all—*
 - C *O you that are so strong and cold,*
 - D *O wind, a-blowing all day long, O wind, that sings so loud a song!*
- 2 The poet uses the words “*like ladies’ skirts*” to describe the sound of —
- A sky
 - B wind
 - C kites
 - D songs
- 3 What words from the poem create the image of wind moving?
- A *blow the birds*
 - B *sings so loud*
 - C *strong and cold*
 - D *all day long*
- 4 The poet uses figurative language in the line “*Are you a beast of field and tree*” to show —
- A the music of the wind
 - B the stillness of the wind
 - C the strength of the wind
 - D the temperature of the wind
- 5 How does the poet use the line “*I saw you toss the kites on high*” to engage the reader’s senses?

Directions: Read the selection and answer the questions that follow.

Giles at 14

By Diane de Anda

A tiger cat that once roamed free,	7
He claimed the world that he could see	15
From high atop the tallest trees	21
Or on the roof tops in the breeze,	29
Where he'd look down on other males	36
And spy plump mice and lizard tails	43
To bring back home as gifts for me,	51
His own special delivery.	55
His once bright stripes of marmalade	61
Have softened and begun to fade,	67
But he does not know he is old,	75
His eyes still sparkle orange-gold	80
To chase the shadows down the hall	87
And flecks of light across the wall,	94
To stand his ground and claim his place	102
With younger cats that share his space.	109
His realm is now inside my house,	116
His fiercest prey a catnip mouse,	122
But he can leap and climb up still	130
Although just to the window sill	136
To sit and watch the birds fly by	144
And catch them now in his mind's eye,	152
Then curl right up onto my lap	159
Or in his basket for a nap	166
To dream again of hunting days,	172
Of alley fights and tomcat ways.	178

- 1 What line from the poem helps you picture what the cat looks like?
- A *From high atop the tallest trees*
 - B *His eyes still sparkle orange-gold*
 - C *But he can leap and climb up still*
 - D *And catch them now in his mind's eye,*
- 2 What detail from the poem combines with the line “*His once bright stripes of marmalade*” to help the reader imagine the cat’s fur?
- A *A tiger cat*
 - B *Shadows down the hall*
 - C *A catnip mouse*
 - D *Of hunting days*
- 3 Which metaphor from the poem helps the reader imagine the cat as a hunter?
- A *His realm is now inside my house,*
 - B *His fiercest prey a catnip mouse,*
 - C *To sit and watch the birds fly by*
 - D *Then curl right up onto my lap*
- 4 Why does the author include the metaphor “*His own special delivery*”?

- 5 What is the rhyme scheme of this poem? Explain what effect this rhyme scheme creates.

Directions: Read the selection and answer the questions that follow.

The Sandy Road

A long time ago, a merchant traveled across the desert to sell his wares. He had a team of men to drive the wagons. This included a guide. They called the guide the pilot. The pilot could read the stars and tell the men in which direction to travel.	13 26 39 49
The sun shone so brightly that the desert was as hot as an iron, and the men and animals could not travel by day. Instead, the pilot had the team drive the wagons at night when the temperature was cooler.	64 78 89
They traveled many nights across the desert. Then the pilot made an announcement. "We are close to the city. We will arrive before the sun is up."	100 112 116
The merchant said, "Unload the water to make the loads lighter for the oxen. We won't need that type of supply anymore because soon we will be in the city."	127 139 146
The pilot had had trouble sleeping that day and thought he would close his eyes for just a moment. Before long, however, he fell asleep. Without his guidance, the oxen walked all night in circles. They wound up in the same place they had started from the evening before. When the pilot awoke, the men and animals were tired and thirsty. They would now have to travel another day through the desert.	157 168 180 192 203 215 218
The pilot realized this was not a good situation. "We must find water. If we don't, we will die." The pilot searched until he spied some grass. He knew that grass could grow only if there was water nearby.	231 244 257
"Quick, someone fetch the spade and hammer!" he commanded. The men took turns digging under the plants.	266 274
A helpful boy jumped to their assistance. "I will help dig," he offered. He climbed into the hole the men had dug and continued digging. Suddenly, water gushed from the ground.	286 298 305
The men and oxen drank furiously. Then the team ate and rested. That evening, they set off for the city and drove until they arrived, just before sunrise.	317 330 333

- 1 The pilot helps the merchant and his team of men by —
- A showing them the best place to sell their wares
 - B telling them in which direction they should travel
 - C finding the best wagons and oxen to pull the wagons
 - D explaining to them how to read the stars and find water
- 2 What does the boy do to help the other characters in the story?
- A Finds food
 - B Digs for water
 - C Looks for grass
 - D Cares for the oxen
- 3 Which sentence shows how the pilot feels about traveling another day in the desert?
- A *The pilot could read the stars and tell the men in which direction to travel.*
 - B *The sun shone so brightly that the desert was as hot as an iron, and the men and animals could not travel by day.*
 - C *The pilot realized this was not a good situation.*
 - D *“Quick, someone fetch the spade and hammer!” he commanded.*
- 4 What does the pilot do to help the other characters when he realizes they will die if they do not find water?

Directions: Read the selection and answer the questions that follow.

Molly and the Giant

Long ago, three sisters, Molly, Rose, and Petunia, were lost. They became hungry, so Molly decided to ask for food at a large house they passed on the road.	11 24 29
“It might be a giant’s house,” Rose said.	37
“Maybe, but I still would like a hot meal,” replied Molly. Although she was the youngest, she was brave.	49 56
Molly knocked on the great front door, and a woman answered it. “You cannot enter here,” she warned. “My husband is a giant.”	68 79
Rose and Petunia trembled, but Molly declared, “We will have dinner finished before he knows we’re here, if you will be so kind.” The giant’s wife agreed and gave each of the girls bread and milk, served on a plate with the consonant “G” on it. As they ate by the fire, the giant stomped in, saying, “Who are these children that dare to enter my house and eat my food?”	89 102 115 130 141 150
Before the giant could say anything else, Molly pushed her sisters out the door. Darkness had fallen, but clever Molly had a chain in her pocket, and now she instructed her sisters, “Hold onto this and follow me so we don’t get separated!”	161 174 186 193
They arrived at a fast-moving river, but the two older girls could not swim. Molly looked about and saw a bridge made from a single hair. “Only those who are quick and light on their feet can cross a single-hair bridge,” Molly said, looking at her sisters.	205 218 232 240
Rose and Petunia were afraid to try, but Molly told them that they were all as light on their feet as deer. “We’ll do it together,” she said. Molly counted to three, and the girls scampered over the bridge. Just as they arrived on the other side of the river, the giant came crashing through the trees. He stopped at the river, knowing he was too big and clumsy to cross a single-hair bridge.	253 268 279 293 304 314
“Never dare come again!” yelled the giant.	321
Molly turned and laughed, “Never more will we come!”	330

- 1 Read paragraph 6. What character trait helps Molly escape from the giant?
- A Helpfulness
 - B Intelligence
 - C Being nervous
 - D Being ordinary

- 2 Read this sentence from the selection.

Rose and Petunia trembled, but Molly declared, “We will have dinner finished before he knows we’re here, if you will be so kind.”

What does Molly being bold in this sentence lead the sisters to do?

- A Walk home
 - B Enter the house
 - C Run from the giant
 - D Play with the woman
- 3 What is one thing Molly’s bravery leads her to do?
- A Arrive home
 - B Knock on the door
 - C Speak to her sisters
 - D Swim across the river

- 4 Read this sentence from the selection.

Rose and Petunia were afraid to try.

What does Molly being brave lead the sisters to do after this sentence?

- A Cross the bridge
 - B Eat with the giant
 - C Knock on the door
 - D Walk down the road
- 5 How is Molly’s character different from her sisters’ characters?
-
-

Directions: Read the selection and answer the questions that follow.

Thor Goes Fishing

A Norse Myth

Long ago, Aegar’s kettle broke, and he asked Thor to get a replacement. Although Aegar was only a human, Thor loved the feasts Aegar made with his kettle, so he agreed to help. Aegar knew that the giant Hymer had a type of kettle that was strong and large. However, it would be dangerous to get it. “I live for a challenge!” answered Thor.	12 22 34 47 61 64
When Thor arrived at the giant’s hall, Hymer was in a foul mood. But he made the best of the unexpected visit and invited Thor fishing the next day.	77 89 93
Hymer asked Thor to row out to sea. He was surprised at the speed of Thor’s oaring. The boat trembled under Thor’s stroke, and they traveled so far out that Hymer was frightened. “If you go any farther, we will encounter the sea serpent.”	106 117 130 137
“No matter,” Thor replied. In time, he stopped at the spot where he sensed the serpent was coiled. Thor cast his fishing line, and immediately the sea serpent took hold of it. Thor and the monster became involved in a furious struggle. Thor pulled the line with the force of two whales until his feet went through the bottom of the boat! Hymer trembled and, in panic, cut the line, sending the writhing serpent sinking to the bottom of the sea.	149 161 173 184 197 209 218
Instead of allowing his anger at losing his prize to show, Thor rowed them to shore. Back under Hymer’s roof, Thor spotted the kettle with the consonant “H” on the side. Hymer felt braver at home, so he challenged Thor to lift the enormous kettle. Thor raised the kettle forcefully off the ground. Hymer’s eyes grew wide. Then Thor placed the kettle on his head like a mighty helmet and marched swiftly through the hall with Hymer and his guards chasing after him.	230 240 252 264 274 287 298 301
Thor soon arrived at his horse and drove it fast as light back to his home, where Aegar was waiting impatiently. Thor boasted all night long of his adventures. The vessel was used to cook a grand feast.	316 326 339

- 1 What does Thor being fearless cause him to do in paragraph 4?
- A Cook
 - B Eat
 - C Fish
 - D Sing

- 2 Read this sentence from the selection.

He was surprised at the speed of Thor's oaring.

What does this sentence tell you about how Hymer felt about Thor? He —

- A was fearful of the sea serpent
 - B had predicted the bravery of Thor
 - C had underestimated Thor's strength
 - D was glad to have Thor's help fishing
- 3 Which detail shows how Thor feels about Aegar's request?
- A *To get it, however, would be dangerous.*
 - B *"I live for a challenge!" answered Thor.*
 - C *Thor rowed them to shore.*
 - D *Thor told the story of his adventures.*

- 4 How is Hymer different when he is at sea and when he is home?

- 5 Read this detail from the selection.

Thor boasted all night long of his adventures.

What can the reader infer about the reason Thor accepted Aegar's challenge?

Directions: Read the selection and answer the questions that follow.

John Henry

During the 1800s, railroads appeared across the country. John Henry got work building the Chesapeake and Ohio Railway.	9 18
It was hard and dangerous, but Henry loved it. In fact, he boasted that he was born with two twenty-pound hammers in his hands!	31 42
“I can drive more steel than ten men,” Henry told his boss, Captain Tommy. They were laboring in the Big Bend Tunnel. The crew’s job was to drive long rods of steel into the rock, and, once the holes were made, the men poured a special mixture and blew away the rock.	55 67 81 92 94
Captain Tommy challenged Henry. “Lil’ Bill,” he said, “come and hold the steel for the new man. We’ll see how well he pounds.”	104 117
Henry gladly accepted. He took a hammer in each hand. With his strong voice, he broke out in song:	128 136
“Hammer, wham, hammer, ring, While I sing, hear me sing. No hammer rings like mine, Into the rock, driving the steel.”	140 146 151 157
John Henry swung the hammer above his head, over and over. He was a natural at it! Everyone who gathered stared as he pounded.	168 179 181
Captain Tommy inspected the work and declared, “John Henry, you were made to smash hard rock!”	190 197
John Henry happily did his work until the day a salesman arrived with a steam drill. The salesman said that the drill could do the work of twenty men. Captain Tommy declared a race between the machine and John Henry. People rushed to watch the contest. The steam drill chugged while Henry swung and broken rock flew into the air. Captain Tommy cried, “Henry won!” and the crowd cheered for the steel-driving man.	208 219 229 239 249 260 270

- 1 What detail from the selection helps to show John Henry’s feelings about himself?
- A *John Henry got work building the Chesapeake and Ohio Railway.*
 - B *“I can drive more steel than ten men,” Henry told his boss, Captain Tommy.*
 - C *“Lil’ Bill,” he said, “come and hold the steel for the new man. We’ll see how well he pounds.”*
 - D *Captain Tommy inspected the work and declared, “John Henry, you were made to smash hard rock!”*

2 Read these sentences from the selection.

John Henry swung the hammer above his head, over and over. Everyone who gathered stared as he pounded.

What does the paragraph tell the reader about John Henry’s character?
He is —

- A angry
 - B helpful
 - C determined
 - D excited
- 3 What is the main theme of the selection?
- A Bragging is all right if you can prove you can do it.
 - B When someone is strong, they can beat a machine.
 - C If you work hard, your boss will give you more work.
 - D Having confidence in your abilities can help you succeed.
- 4 What do John Henry’s actions working on the railroad tell the reader about his values?

Directions: Read the selection and answer the questions that follow.

Joe Magarac Saves His Crew

Some say Joe Magarac was the greatest natural steel worker who ever lived. Maybe that's because he was born in an iron ore mine and raised in a furnace! He was as tall as a smokestack. His shoulders were as big as a steel mill door. His hands were like huge buckets, and he seemed to be a man made of steel.	11 25 38 52 62
At the steel mill, Joe did the work of twenty-nine men. He could stir tubs of the highest temperature steel with his bare hands. No one else could make railroad rails by squeezing molten steel between his fingers, but Joe could. He was a "Genius of Steel."	76 88 99 109
Joe walked across the mill by stepping from furnace to furnace with blazing purpose. People called him a donkey about his work, meaning he drove himself tirelessly.	121 131 136
One day, Joe was busy working when he heard a cracking noise. He looked up and saw that a crane holding molten steel was about to break and release its contents onto everyone below. Joe rushed into action, catching pieces of the broken crane with his bare hands. Not one drop of molten steel touched the other steel workers.	149 162 173 185 195
That was not the only time that Joe saved his crew with an incredible feat. Once, an entire train filled with huge steel blocks broke loose inside the steel mill and barreled toward the workers on the bottom of the hill. But Joe managed to catch the train, and he hauled it back up the hill.	209 221 233 248 251
Joe may have been a man of steel, but he didn't have a heart of steel. He had a heart of gold.	267 273

- 1 Which is one of Joe’s successes?
 - A Being known as a donkey
 - B Knocking a train off the tracks
 - C Stirring tubs of hot steel with his hands
 - D Making steel cooler by pouring water on it

- 2 Read paragraph 4 from the selection. In what way does it show how Joe feels about his crew? It shows that Joe —
 - A values their lives
 - B thinks they work hard
 - C does not care about them
 - D is angry because he does all the work

- 3 Joe’s actions show the reader that he —
 - A is brave and respects people
 - B cares only about steel workers
 - C enjoys working hard at the mine
 - D does not like working with others

- 4 Which detail(s) helps the reader infer a theme of the selection?
 - A *Maybe that’s because he was born in an iron ore mine and raised in a furnace!*
 - B *At the steel mill, Joe did the work of twenty-nine men.*
 - C *He looked up and saw that a crane holding molten steel was about to break and release its contents onto everyone below.*
 - D *Joe may have been a man of steel, but he didn’t have a heart of steel. He had a heart of gold.*

5 What is the main theme of the selection?

Directions: Read the selection and answer the questions that follow.

Sally Ann Crockett

Sally Ann Crockett was known near and far for being the toughest woman in the land. In fact, some people called her Sally Ann Thunder Ann Whirlwind Crockett and believed she had earned every part of that name. 12
25
36
38

Her husband, Davy Crockett, was so proud of her and all she had done that he bragged about her all the time. 51
60

“She is so amazing that she can wrestle an alligator and win the contest easily,” he told everyone who crossed his path. 74
82

One day, a boatman named Mike Fink got tired of hearing Davy Crockett’s boasting. He thought that Sally Ann wasn’t as great as Davy said, and he thought that he could prove it. 94
105
115

“I bet I can scare the wits out of Sally Ann,” Mike Fink said to Davy Crockett, but Davy just laughed and took on the bet with Mike Fink. 131
144

So, the next day, Mike Fink dressed up as an alligator and hid in the bushes to wait for Sally Crockett. As she walked by, Mike jumped out and started screaming as loudly as he could, while showing his sharp alligator teeth, fearsome alligator claws, and long alligator tail. 159
172
184
193

Sally Ann just stopped and stared, annoyed that Mike Fink had blocked her way. She looked at Mike Fink dressed up in that costume and started to scold him like a naughty child. 205
218
226

“What has gotten into you, Mike Fink? Are you ill? Do I need to take your temperature?” 241
243

Mike Fink was so embarrassed that he decided he would never try to scare Sally Ann again. 255
260

- 1 Read paragraphs 2 and 3. What do Davy’s words imply about Sally Ann?
- A She can win any race.
 - B She is tough and strong.
 - C She is scared of alligators.
 - D She can save one hundred lives.

2 Read this paragraph from the selection.

“What has gotten into you, Mike Fink? Are you ill? Do I need to take your temperature?”

This sentence tells the reader that Sally Ann is —

- A sad
 - B calm
 - C happy
 - D nervous
- 3 Which sentence best supports a theme of the selection?
- A *Sally Ann Crockett was known near and far for being the toughest woman in the land.*
 - B *One day, a boatman named Mike Fink got tired of hearing Davy Crockett’s boasting.*
 - C *So, the next day, Mike Fink dressed up as an alligator and hid in the bushes to wait for Sally Crockett.*
 - D *Mike Fink was so embarrassed that he decided that he would never try to scare Sally Ann again.*

4 What do Sally’s actions tell the reader about her?

5 What is a theme of this selection?

Directions: Read the selection and answer the questions that follow.

Being Responsible

<i>Modern-day kitchen with a table and three chairs</i>	8
Characters: MOM, DAD, and ANDREW	13
Scene 1	15
<i>(DAD is making dinner. MOM is reading the newspaper. ANDREW is reading a book about dogs.)</i>	26
ANDREW: Mom? Dad? Do you think we could get a dog?	31
MOM: A dog?	42
ANDREW: I've wanted one for a while. I think I'm old enough.	45
DAD: Caring for a dog is a big responsibility. You know that, right?	57
ANDREW: Sure! You feed it, and walk it, and . . . make sure it has a nice bed and toys to play with.	70
DAD: Tell you what. Let's start with a plant. If you can keep the plant alive and healthy, then we will see about a dog.	84
Scene 2	91
<i>(ANDREW's bedroom. There is a small plant on top of his bookcase.)</i>	105
ANDREW <i>(talking to himself):</i> It just needs water and sunlight.	116
<i>(ANDREW pours too much water on the plant so that it overflows.)</i>	118
ANDREW: Oh, no! I've got to clean this up!	130
<i>(DAD comes in and frowns.)</i>	140
DAD: Andrew, that plant doesn't look too good!	152
ANDREW: I don't know why! I had a method. I watered it every day and put it near the window in the sun.	161
DAD: It looks like you watered it too much. Let it dry out for a few days and see if it gets better.	166
ANDREW: Taking care of something is harder than I thought!	174
	187
	197
	213
	220
	230

- 1 Which line is an example of dialogue said by Andrew?
- A *Caring for a dog is a big responsibility. You know that, right?*
 - B *Sure! You feed it, and walk it, and . . . make sure it has a nice bed and toys to play with.*
 - C *Andrew, that plant doesn't look too good!*
 - D *Let it dry out for a few days and see if it gets better.*

2 Read these lines from the selection.

*(DAD is making dinner. MOM is reading the newspaper.
ANDREW is reading a book about dogs.)*

What element of a play is shown in these lines?

- A Cast
 - B Setting
 - C Dialogue
 - D Stage directions
- 3 Read the stage directions in Scene 2. Which word from the stage directions best describes Dad's emotions in Scene 2?
- A *comes*
 - B *looks*
 - C *frowns*
 - D *takes*

4 Read Scene 2. What are Andrew's actions after he gets a plant?

Directions: Read the selection and answer the questions that follow.

Chores

<i>Kitchen in a modern-day home</i>	5
Characters: DAD, KEVIN, a nine-year-old boy	11
Scene 1	13
<i>(DAD is finishing a cup of coffee. KEVIN is eating cereal.)</i>	24
DAD: Do you remember our agreement? If you want to play video games later, you need to help me clean the house.	36 46
KEVIN <i>(looks into his bowl):</i> Yeah, I remember.	54
DAD: Tell you what—I'll start with the laundry while you finish your breakfast. Bring the iron and ironing board in here, okay?	67 77
KEVIN: Sure. But, Dad . . . I don't know how to clean.	87
DAD: Well, there's no better time to learn! Let's start with vacuuming the living room, okay?	98 103
KEVIN <i>(sighing):</i> Okay . . . I guess.	108
Scene 2	110
<i>(In the living room, KEVIN is vacuuming, but not well.)</i>	120
DAD <i>(from offstage):</i> How's it going? Are you done vacuuming yet?	131
<i>(DAD comes into the living room to look at KEVIN's work. He frowns when sees that KEVIN has missed many areas of the carpet.)</i>	144 155
DAD: You need a method when you vacuum, son. You move the vacuum back and forth in straight lines. See? Like this.	167 177
<i>(DAD makes motions with his hands to show KEVIN.)</i>	186
KEVIN: I hate cleaning.	190
DAD: Let's put on some of your favorite music. Then it's like spending the morning singing, but getting things done at the same time.	202 212 214
KEVIN: That sounds great!	218
<i>(DAD turns on the radio. KEVIN sings as he pushes the vacuum.)</i>	230

- 1 Which example from the selection describes something the audience hears?
- A **Scene 1** (*DAD is finishing a cup of coffee. KEVIN is eating cereal.*)
 - B **DAD:** *Tell you what—I'll start with the laundry while you finish your breakfast. Bring the iron and ironing board in here, okay?*
 - C (*DAD comes into the living room to look at KEVIN's work. He frowns when sees that KEVIN has missed many areas of the carpet.*)
 - D (*DAD makes motions with his hands to show KEVIN.*)
- 2 Based on the final stage direction from Scene 2, how does Kevin feel?
- A Tired
 - B Bored
 - C Cheerful
 - D Disgusted
- 3 Which line of dialogue shows Kevin's feelings in Scene 1?
- A *Do you remember our agreement?*
 - B *Yeah, I remember.*
 - C *Well, there's no better time to learn!*
 - D *Bring the iron and ironing board in here, okay?*
- 4 Dad helps Kevin learn to enjoy cleaning more by —
- A singing a song
 - B listening to music
 - C eating his breakfast
 - D playing video games
- 5 Read the dialogue in Scene 1. How does Dad respond when Kevin says he does not know how to clean?

Directions: Read the selection and answer the questions that follow.

Paper Airplanes

<i>Living room in a modern-day home</i>	6
Characters: UNCLE JUAN, MARIA, and MOTHER	12
Scene 1	14
<i>(It is raining outside for the fourth day. MARIA stares out the window.)</i>	27
MARIA <i>(sighing)</i> : I can't believe it's raining again today. I'm so bored.	39
MOTHER : Why don't you read your new book about the planets?	50
MARIA : Mom, I've already read it twice. <i>(She sighs again.)</i> There's nothing to do.	61 64
MOTHER : Well, I have to iron the rest of these clothes, so I can't do anything with you right now.	78 84
<i>(The back door slams, and UNCLE JUAN enters.)</i>	92
UNCLE JUAN : How are you today, Maria?	99
MARIA <i>(sadly)</i> : Hi, Uncle Juan.	104
UNCLE JUAN : My goodness, what's the matter?	111
MARIA : Well, it's just that it's been raining forever. And I wanted to ride my new bike today. I'm so bored!	124 132
UNCLE JUAN : I see. It's natural to be bored on rainy days. Do you know what I used to do on rainy days?	146 155
MARIA : No . . . what?	158
UNCLE JUAN : Your Uncle Miguel and I used to make paper airplanes and have a contest to see whose plane flew the farthest.	169 181
MARIA : I don't know how to make paper airplanes.	190
UNCLE JUAN : Oh, no? It's easy. I'll show you my special folding method.	202 203
<i>(UNCLE JUAN shows MARIA how to make paper airplanes. They have a contest to see whose plane flies the farthest.)</i>	215 223
MARIA : My plane won again! Thanks, Uncle Juan. This day was not so boring after all.	234 239

- 1 Which line of dialogue explains to the audience why Maria is upset?
- A *I know you are disappointed, Maria. Why don't you go read your new book about the planets?*
 - B *My goodness, what's the matter?*
 - C *Well, it's just that it's been raining forever. And I wanted to ride my new bike today. I'm so bored!*
 - D *Oh, no? It's easy. I'll show you my special folding method.*
- 2 Read the stage directions from Scene 1. What is Maria doing at the beginning of Scene 1?
- A Riding her bicycle
 - B Talking with her uncle
 - C Looking out the window
 - D Making paper airplanes
- 3 Which sentence suggests how Maria feels about the rain? Maria —
- A loves staying inside
 - B has fun reading books
 - C is bored and disappointed
 - D enjoys helping her mother
- 4 Read the dialogue after Uncle Juan enters. What does Uncle Juan suggest Maria do while she is stuck indoors?

- 5 What do the stage directions show about Maria's emotions after Uncle Juan helps her?

Directions: Read the selection and answer the questions that follow.

Alike, But Different

Amanda and her father had been on the train all morning. They would be arriving in New York City in an hour. Her father, a banker, was taking Amanda to her aunt’s while he traveled on a business trip.	13 27 39
As she watched the countryside fly by, Amanda thought about her trip. She knew the city was far more exciting than her sleepy little town. In fact, Amanda was certain that when she was older, she would move to a big city instead of living in a little country town as she did now.	51 64 76 91 93
Finally, the train arrived at the station! Amanda picked up her suitcase with a big consonant “M” sewn on it for her nickname, Mandy. As Amanda stepped onto the platform, she noticed everyone rushing and dashing about. It seemed as if they all had somewhere important to be! She saw her aunt waiting for her. Amanda waved good-bye to her father as he continued on his way.	104 116 125 137 148 160
The next day, she and her aunt went out shopping. They stopped at a small neighborhood store. Amanda was surprised when she entered. Why, it looked a lot like the general store in her hometown! As the storeowner greeted her aunt by name, Amanda looked around. She saw that the store carried many of the same items her town store did. She thought for the first time that New York was not such a strange place, after all.	172 182 195 205 218 231 238
Amanda realized that although New York had many more people, the city also had many of the same things her town did. People built their own communities, whether in a small town or a huge city. Still, after a week of the busyness of the city, Amanda found that she was ready to go home to her quiet little town. She decided she liked it best after all.	248 261 274 287 301 306

- 1 Which text evidence helps the reader determine the selection's theme?
- A *Finally, the train arrived at the station!*
 - B *Amanda waved good-bye to her father as he continued on his way.*
 - C *The next day, she and her aunt went out shopping.*
 - D *Amanda realized that although New York had many more people, the city also had many of the same things her town did.*
- 2 Which detail in paragraphs 2 and 3 helps determine a theme?
- A *As she watched the countryside fly by, Amanda thought about her trip.*
 - B *In fact, Amanda was certain that when she was older, she would move to a big city instead of living in a little country town as she did now.*
 - C *As Amanda stepped onto the platform, she noticed everyone rushing and dashing about.*
 - D *It seemed as if they all had somewhere important to be!*
- 3 Which sentence does the author use to suggest that Amanda will experience an important change in her thinking?
- A *Amanda and her father had been on the train all morning.*
 - B *They stopped at a small neighborhood store.*
 - C *Amanda was surprised when she entered.*
 - D *As the storeowner greeted her aunt by name, Amanda looked around.*
- 4 Why was Amanda going into the store with her aunt important in developing a theme of this selection?

Directions: Read the selection and answer the questions that follow.

Family Quilt

Maddie sighed. Her stitches were crooked—again. Maddie loved	9
looking at the quilt, but she hated working on it. Instead of mending	22
the seam, she could be playing with someone, or reading, or drawing.	34
Also, Maddie had to admit, she was hopeless when it came to her	47
sewing skills, but her grandmother—Nana—was determined that	56
Maddie learn.	58
Maddie knew that the quilt was created a long time ago when Nana’s	71
great-grandmother collected clothing scraps from almost everyone	78
in her family. A pink square came from her great-grandmother’s	88
favorite apron, with a scrap of a great-uncle’s old green tie next to it.	102
Everywhere she looked, there was a scrap of cloth telling a family story.	115
The pieces had been cut into perfectly square blocks and sewed	126
with impossibly perfect straight seams, but over time, the blocks	136
had faded and the quilt had softened.	143
“Nana, I’m just not good at sewing,” complained Maddie.	152
Nana looked at Maddie. “Maddie, you’re seeing this as a chore. This	164
should be a labor of love,” she said. “If you move your fingers too	178
quickly and don’t pay attention . . . well, crooked stitches show up.	188
Sweetie, this is about our family—our stories. When I am sewing on	201
the quilt, I think of many wonderful memories. Don’t be so impatient!”	213
Maddie thought about what her grandmother said and thought of the	224
love she had for her parents, her aunts and uncles, and even her little	238
brothers. She took a deep breath and slowly put the needle into the	251
soft material. She realized how much she loved the quilt and found	263
herself sewing. One. Straight. Stitch. At. A. Time.	271

1 Which phrase could be added to the title to make an inference about the theme?

- A** *scraps from almost everyone*
- B** *old green tie*
- C** *perfect straight seams*
- D** *labor of love*

2 Which detail shows what Maddie’s grandmother thinks is important?

- A** *she could be playing with someone, or reading, or drawing*
- B** *her grandmother—Nana—was determined that Maddie learn*
- C** *the quilt was created a long time ago when Nana’s great-grandmother collected clothing scraps*
- D** *the love she had for her parents, her aunts and uncles, and even her little brothers*

3 Which words from the selection tell you the importance history plays in developing the story’s theme?

- A** *impossibly perfect, she hated working on it*
- B** *Maddie sighed, don’t be so impatient*
- C** *many wonderful memories, our family—our stories*
- D** *her stitches were crooked, I’m just not good at sewing*

4 Which sentence does the author use to suggest that Maddie has experienced an important change?

- A** *Over time, the blocks had faded and the quilt had softened.*
- B** *“If you move your fingers too quickly and don’t pay attention . . . well, crooked stitches show up.”*
- C** *Everywhere she looked, there was a family story, waiting to be told.*
- D** *She realized how much she loved the quilt and found herself sewing. One. Straight. Stitch. At. A. Time.*

5 What inference can you make about how Nana’s words shape Maddie’s actions? Cite text evidence that supports your inference.

Directions: Read the selection and answer the questions that follow.

Lily to the Rescue

Lily yawned and finished folding the last newspaper of the day. Her parents owned *The Daily Telegraph*, one of two newspapers in their city. Their competition was *The Observer*, which boasted a much larger audience. It seemed as if everyone read that paper.

The biggest challenge right now for *The Daily Telegraph* was increasing its circulation. To do that meant printing more papers. Lily had overheard conversations between her parents about purchasing a steam-powered printing press. *The Daily Telegraph* relied on an older, hand-operated press, which took longer and printed fewer copies. Lily knew that *The Observer* had one of the more modern presses. With a steam-powered press, *The Daily Telegraph* could print twice as many copies as before. But steam-powered presses were expensive.

How could Lily help? She was only twelve, and right now her only job, other than schoolwork, was folding the newspapers each day.

Then an idea struck her—instead of getting a new press, perhaps the newspaper could purchase a used steam-powered press. But where, and from whom?

Then, she remembered that Thompson and Sons printing company had recently shut down, because the Thompson family was moving west to California. She also remembered that they owned a steam-powered press. Working up her courage, Lily went to her parents and reminded them about the Thompsons. She told them that perhaps the Thompsons would be willing to sell the press.

To Lily's surprise, her father rushed out to talk to Mr. Thompson, and he returned a few hours later waving a bill of sale in his hand! They were now the owners of a steam-powered printing press. Lily was proud of herself for helping her family. Lily was excited too—it was the beginning of a new adventure for the newspaper!

- 1 Which text evidence helps you determine the selection’s theme?
- A *Her parents owned The Daily Telegraph.*
 - B *Their competition was The Observer.*
 - C *It seemed as if everyone read that paper.*
 - D *Lily was proud of herself for helping her family.*
- 2 The detail “*working up her courage*” tells you that —
- A Lily is not sure how she can help her family
 - B Lily feels scared but wants to help her family
 - C Thompson and Sons has said no to her request, so she must keep trying
 - D others have the same idea as Lily, and she has to fight for what she wants
- 3 Which statement from the selection helps you infer a main theme of the story?
- A *How could Lily help?*
 - B *. . . right now her only job, other than schoolwork, was folding the newspapers each day.*
 - C *Then, she remembered that Thompson and Sons printing company had recently shut down . . .*
 - D *Lily was excited too—it was the beginning of a new adventure for the newspaper!*
- 4 How does the title help you infer the theme of this selection? Use ideas from the selection.

- 5 Why was Lily remembering that Thompson and Sons had recently shut down important in developing a theme of this story?

Directions: Read the selections and answer the questions that follow.

The Origins of Summer and Winter

An Acoma Legend

Co-Chin was the daughter of a great chief. She married Shakok, the Spirit of Winter, and when Shakok moved to Co-Chin's village, the land froze, bitter cold winds blew, and the corn stopped growing.	12 23 34
One day, Co-Chin spotted a young man, whose arms were filled with ears of corn. It was Miochin, the Spirit of Summer. Co-Chin begged Miochin to allow her to come with him, but he refused and reminded her of Shakok's great temper. Co-Chin told her father what had happened, and her father ordered her to bring Miochin to the village.	45 57 70 80 92 94
Shakok learned that Miochin was visiting his village. He was furious. The two battled each other to see who would rule the land, but neither could defeat the other. Shakok and Miochin made an agreement. For six months, Shakok would rule, then, for the next six months, Miochin would rule. And with this method, the people came to have both Summer and Winter.	104 117 128 139 150 157

How Seasons Arrived

A Greek Myth

Demeter, the goddess of the harvest, had a daughter named Persephone. Demeter and Persephone watched over the plants and crops of the world to make sure they grew.	167 175 185
One day, Hades, the ruler of the Underworld, saw Persephone. He fell in love with her and he wanted her to be his wife. Persephone went to live with Hades in the Underworld. Demeter fell into a deep grief. She wandered the world searching for Persephone. The plants and crops stopped growing. People grew hungry.	196 210 223 232 240
Finally, Zeus went to Hades and told him that Persephone needed to go to her mother. For six months each year, however, she would return to the Underworld to live with Hades. When Persephone visited Demeter, the plants and crops grew. But when she went to the Underworld, nothing grew at all.	251 264 274 286 292

- 1 What text evidence tells the main idea of “The Origins of Summer and Winter”?
- A *Bitter cold winds blew, and the corn stopped growing*
 - B *He reminded her of Shakok’s great temper.*
 - C *Her father ordered her to bring Miochin to the village.*
 - D *The people came to have both Summer and Winter*
- 2 What familiar topic do these myths both tell about?
- A The need to believe in others
 - B The struggle between opposites
 - C The desire to save others from danger
 - D The importance of being generous to others
- 3 What is one similarity between the characters in The “Origins of Summer and Winter” and “How Seasons Arrived”?
- A Shakok and Hades are both in charge of winter.
 - B Co-Chin’s father and Demeter both watch over crops.
 - C Miochin and Demeter are both able to solve the problem.
 - D Co-Chin and Persephone are both daughters of important people.
- 4 How are the main ideas of “Origins of Summer and Winter” and “How Seasons Arrived” similar to each other? Provide evidence from the selections.

Directions: Read the selections and answer the questions that follow.

Prometheus Gives Fire

A Greek Myth

There was once a giant named Prometheus, who lived on Mount Olympus. One day, he looked down on Earth and saw the people were very sad. Zeus, the most powerful of the gods, thought fire was too special for people and would not share it. Prometheus knew that fire could help people by keeping them warm.	11 23 35 46 56
Prometheus took the fire and brought it down to Earth. Almost immediately, the lives of the people improved. Zeus saw that a great change had taken place. He flew into a rage. He called on two giants and ordered them to chain Prometheus to a rock forever. Prometheus took his punishment but never regretted his actions.	67 77 90 102 110 112

Maui Brings Fire to the World

A Maori Myth

Maui was a curious young boy. He wondered where fire came from, so he went around to all the villages and blew out every last fire. The next morning, the villagers awoke, and they were very angry with Maui. Maui's father ordered him to seek Mahuika, the goddess of fire, and beg for fire. Maui was pleased because now he would know where fire came from. His father warned him to be careful—Mahuika did not like tricks.	123 137 148 159 171 184 190
Maui traveled to the end of the Earth, where he happened upon Mahuika. Maui explained that his people needed fire, so she gave him one of her burning fingernails. He threw the gift into a nearby stream, returned to Mahuika, and told her he had lost the fire. He did this over and over, until Mahuika realized she had been tricked. In anger, she threw her last fingernail at Maui. It landed in the trees, and the trees promised they would care for the fire.	202 213 226 239 251 265 275
When Maui returned to the village, he brought wood from the trees. He showed the villagers how to rub the wood together to make fire.	287 300

- 1** What is a common theme in “The Myth of Prometheus” and “Maui Brings Fire to the World”?
- A** Humans need fire for happiness.
 - B** Humans need to travel the world.
 - C** The gods of fire share gladly with humans.
 - D** The gods of fire want humans to have warmth.
- 2** Which action does Maui repeat in “Maui Brings Fire to the World”?
- A** Waking up the villagers
 - B** Promising to care for the fire
 - C** Breaking off branches of a certain type of tree
 - D** Throwing Mahuika’s fingernails into the stream
- 3** Which event occurs in both selections?
- A** The taker of fire is rewarded.
 - B** Humans ask the gods for fire.
 - C** Gods are deceived to get fire.
 - D** Gods punish the taker of fire.
- 4** Why is Zeus angry when he finds out what Prometheus has done?
- A** Having fire will harm humans.
 - B** Humans were happy with fire.
 - C** Only the gods are allowed to have fire.
 - D** Zeus asked Prometheus to stay on Mount Olympus.
- 5** How are these two myths different?

Directions: Read the selections and answer the questions that follow.

The Two Fish

A Greek Myth

One day, Aphrodite and her son Eros were in the forest when they	13
heard the monster Typhon. Aphrodite took Eros's hand, and the	23
two fled for their lives. As they ran, they felt Typhon's fiery breath	36
coming closer and closer. They ran faster.	43
As they left the forest, Aphrodite and Eros found themselves along	54
the shores of the Great Sea. Knowing that the terrible Typhon	65
would soon be upon them, she begged for help from Poseidon,	76
ruler of the seas, who sent two fish to rescue them. Aphrodite and	89
Eros rode away to safety on the backs of the fish. Upon hearing of	103
their daring escape, the god of the skies, Zeus, honored the two	115
fish by placing them among the constellations. The two fish are	126
known as Pisces and can be seen in the night skies to this day.	140

Coyote and the Milky Way

A Navajo Myth

Long ago, the fire god began placing stars into the night sky. Very	13
carefully, he pulled a single star from his blanket bag and hung it in	27
the sky. He took his time finding the perfect spot for each type of	41
star.	42
Meanwhile, Coyote was watching. But Coyote was impatient with	51
the fire god's method. He decided he would help the fire god. He	64
sneaked up behind the fire god, snatched his bag, and tossed all	76
of the remaining stars into the sky!	83
Several of the stars were flung together, forming a pathway across	94
the night sky. We call those stars the Milky Way, and we have	107
Coyote to thank for that glorious display of light.	116

- 1** These two myths both discuss the topic of —
- A** gods of the sky
 - B** creatures of land and sea
 - C** people running away from danger
 - D** star formations we can still see today
- 2** These myths are examples of —
- A** moral lessons
 - B** trickster myths
 - C** creation stories
 - D** friendship tales
- 3** Why did Coyote toss all the stars into the sky?
- A** Coyotes need light to hunt at night.
 - B** The fire god requested Coyote’s help.
 - C** Coyote was impatient with the fire god’s method.
 - D** It was easier for Coyote to toss them than hang them.
- 4** How are these two myths different? Use evidence from the text.

- 5** What are these two myths attempting to explain?

Directions: Read the selection and answer the questions that follow.

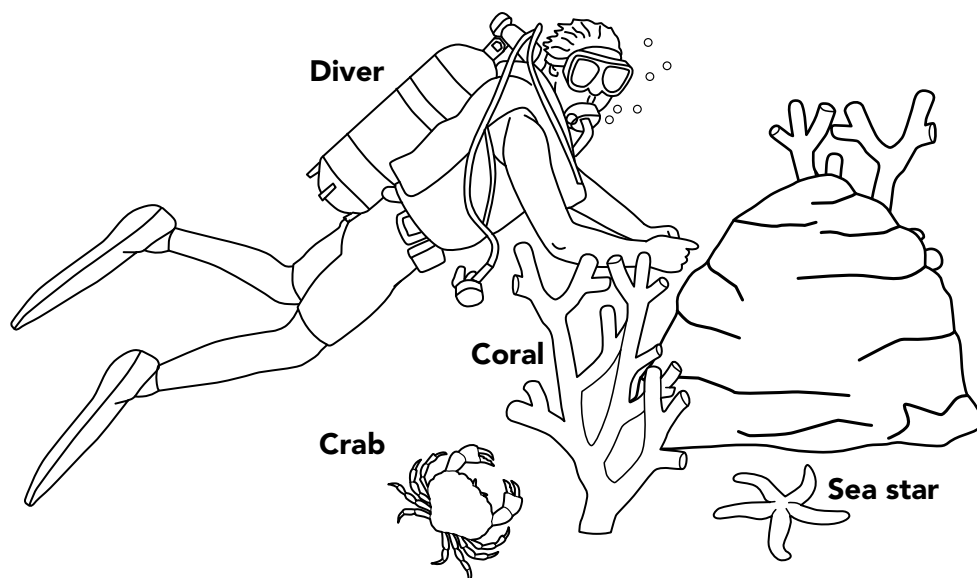
Life in the Sea

Do you ever wonder what it would be like to live deep in the ocean? Many sea animals have not seen the ocean floor, either. The deep ocean is cold, dark, and hard to live in. But the ocean is actually full of interesting creatures from top to bottom.

Scuba divers can only dive about 130 feet. Some have made it deeper using special equipment though. Other mammals, such as dolphins and orcas, need to stay close to the surface. This is because they breathe air. Some fish and sharks can survive deeper in the ocean because they have gills and breathe underwater.

Sunlight in the ocean starts to fade at about 660 feet. The deep ocean is dark and cold. Some animals are still able to live there. The anglerfish is able to send out light from its head. This attracts other fish to it. Giant squid and vampire squid are perfectly happy living between 1,000 and 2,000 feet beneath the surface. Because squid do not have bones, the crushing water pressure is not an issue. Although humans cannot live at those depths, some animals call it home.

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To the teacher: Labels that appear in the image are not included in the word count for the passage.

- 1 Which animal mentioned in the selection could live in the part of the ocean shown in the picture?
- A Orca
 - B Anglerfish
 - C Giant squid
 - D Vampire squid
- 2 What detail in paragraph 1 is helped by the picture?
- A *Do you ever wonder what it would be like to live deep in the ocean?*
 - B *Many sea animals have not seen the ocean floor, either.*
 - C *The deep ocean is cold, dark, and hard to live in.*
 - D *But the ocean is actually full of interesting creatures from top to bottom.*
- 3 The picture of the ocean is included to show —
- A how deep the ocean is
 - B how deep humans can dive
 - C a place where swimmers can avoid sharks
 - D a place in the ocean where animal life is found
- 4 What information does the picture provide that the selection does not?

Directions: Read the selection and answer the questions that follow.

Different Types of Earthquakes

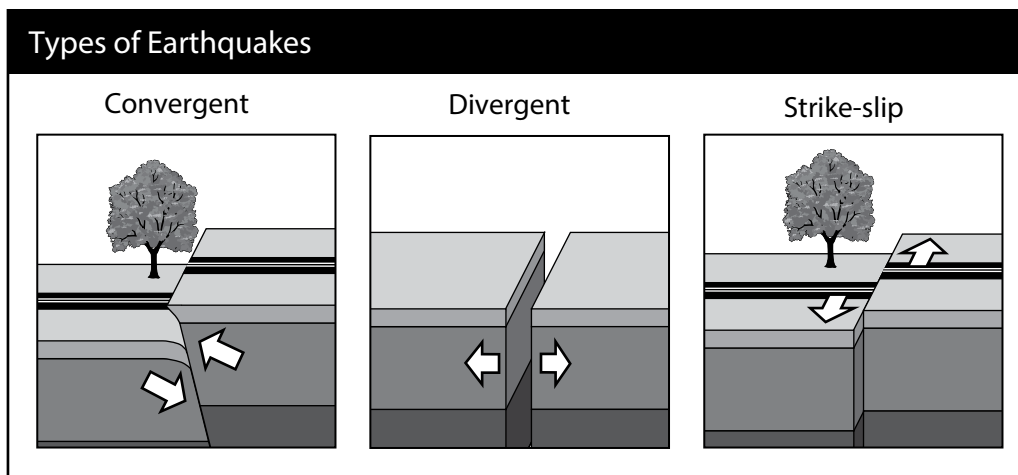
Earth is made up of tectonic plates. These plates are like puzzle pieces that fit together to form Earth’s surface. When tectonic plates shift, they cause an earthquake. Different kinds of earthquakes happen when the plates shift in different ways. 12
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Convergent earthquakes happen when two plates run into each other. Imagine pushing two sides of a puzzle together. Some pieces would go on top of others. When two plates push against each other, one plate moves so that it sits on top of the other. 49
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Divergent earthquakes happen when the plates are pulled apart. This type usually happens at the bottom of the ocean. Divergent earthquakes can cause tidal waves hundreds of feet high. A tidal wave is many times bigger than most ocean waves. 94
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Strike-slip earthquakes happen when tectonic plates slide against each other along a fault line. A fault line is where two different plates touch each other. This is the type of earthquake that sometimes happens in California. 133
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Few things on Earth can match the power of an earthquake. Scientists pay attention to how plates are moving. They do this so they can try to alert people when an earthquake is about to hit. 172
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To the teacher: Text that appears in the diagram is not included in the word count for the passage.

- 1 Which detail from paragraph 3 does the diagram show?
- A *Divergent earthquakes happen when the plates are pulled apart.*
 - B *This type usually happens at the bottom of the ocean.*
 - C *Divergent earthquakes can cause tidal waves hundreds of feet high.*
 - D *A tidal wave is many times bigger than most ocean waves.*
- 2 Based on the diagram, a strike-slip earthquake can —
- A cause a tidal wave
 - B break a highway apart
 - C push one plate under another
 - D cause water to enter Earth’s core
- 3 From the diagram, you can see that in a convergent earthquake —
- A both tectonic plates are forced upward
 - B both tectonic plates are forced downward
 - C one tectonic plate slides on top of the other
 - D the tectonic plates are pulled in opposite directions
- 4 The diagram of the earthquakes is included to show —
- A why earthquakes are dangerous
 - B how to avoid being in an earthquake
 - C the places that have lots of earthquakes
 - D the plate movements that cause earthquakes
- 5 How do the arrows in the diagram support the information in the selection?

Directions: Read the selection and answer the questions that follow.

Fuel for the Body

Everyone knows that eating right and getting enough exercise are two important ways to stay healthy. But do you ever wonder about what “eating right” really means? Different foods give us vitamins and nutrients to grow strong.

Fruits and vegetables are the building blocks for a healthy diet. Scientists tell us that kids between the ages of 9 and 13 should eat about 2 cups of vegetables and 1½ cups of fruit every day. However, many children do not eat these amounts of fruits and vegetables.

Many kids eat foods that are not healthy. Scientists explain that people should eat only small amounts of sugar and salt. However, many foods contain a lot of both of these things. It is important to look at the labels for all the food that we eat. The labels give us information about what is in the food.

Eating unhealthy foods can make children feel tired. It can also lead to other health problems. Luckily, the solution to this is easy—we can eat smarter. For example, eating beans is a good way to get protein to make you feel full. Instead of a cookie, scientists suggest reaching for an apple, which has natural sugar and vitamins.

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What Kids Ages 9–13 Should Eat Each Day

	Girls	Boys
Grains	5 ounces	3 ounces
Vegetables	2 cups	2½ cups
Fruits	1½ cups	1½ cups
Dairy	3 cups	3 cups
Protein Foods	5 ounces	5 ounces
Oils	5 teaspoons	5 teaspoons

To the teacher: Text that appears in the chart is not included in the word count for the passage.

1 The diagram shows some of the details described in what part of the selection?

- A** Paragraph 1
- B** Paragraph 2
- C** Paragraph 3
- D** Paragraph 4

2 Which food is mentioned in the diagram but not in the selection?

- A** Oils
- B** Fruits
- C** Sugar
- D** Vegetables

3 Which part of the selection helps the reader understand that kids do not eat enough fruits and vegetables?

- A** Paragraph 1
- B** Paragraph 2
- C** Paragraph 3
- D** Paragraph 4

4 Summarize the information shown in the diagram table. Does this information support the selection?

5 What is one fact from the selection that is not shown in the diagram?

Directions: Read the selection and answer the questions that follow.

Sports Safety

People have enjoyed playing sports for centuries. The thrill of crossing a finish line or scoring a winning touchdown is amazing.	10
But sports have changed over time. Sometimes a new rule is added or an old one is taken away. Sports have also become safer because of new and improved safety equipment.	21
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Baseball became popular in America in the 1800s. But did you know that players did not always use gloves? Catching fly balls and speedy pitches barehanded caused a lot of trouble for the players. They began using leather padded gloves to make catching not only easier, but also less painful. Batting helmets were first used around the early 1900s. However, they were not required in professional baseball until 1956. Before that, batters risked getting hit in the head by wild pitches.	63
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Football is another sport that has evolved over time. Early players did not wear any sort of safety equipment. Helmets began to appear around the early 1900s, but they looked much different than they do today. They were made of leather and did not cover the entire skull. Plastic helmets improved safety and comfort for players. Shoulder pads and facemasks came even later.	144
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Safety in sports is just as important as playing by the rules. Better equipment reduces a player's chances of injury on the field. Fewer injuries means more fun, and more playing time, and that's exactly what players want.	209
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	234

- 1 Which detail supports the idea that sports equipment has changed over the years?
- A *Crossing a finish line*
 - B *Baseball became popular*
 - C *They were made of leather*
 - D *Exactly what players want*
- 2 Which detail supports the central idea of the selection?
- A *Sometimes a new rule is added or an old one is taken away.*
 - B *Baseball became popular in America in the 1800s.*
 - C *Batting helmets were first used around the early 1900s.*
 - D *Before that, batters risked getting hit in the head by wild pitches.*
- 3 What is the main idea of the selection?
- A Sports have become safer.
 - B Baseball is safer than football.
 - C Safety equipment is not required in professional sports.
 - D Playing by the rules is the most important aspect of sports.
- 4 Which details from the selection support the idea that better equipment reduces a player's chances of injury on the field?

Directions: Read the selection and answer the questions that follow.

A Comet or a Shooting Star?

Space is filled with incredible things, from strange planets to stars that burn millions of miles away. People make wishes on shooting stars and watch comets trail through the night sky. They seem to dance in the sky like the notes in a melody of a song. Comets, meteoroids, and asteroids are very similar, but they do have some differences.	11 22 34 48 58 60
Comets are made of ice and dirt and orbit the sun. Gas and dust travel behind a comet, making it seem as if it has a tail when it comes closer to the sun. Scientists have been able to keep track of a number of traveling comets. They can even calculate when they will reappear. Halley's Comet is probably the most famous example, but it won't be visible again until 2061.	74 89 102 114 123 131
Asteroids are similar to comets in that they also orbit the sun. However, asteroids are made of rock, carbon, and metal. Most do not have a tail when they come close to the sun, but some do. Even with a telescope, people can have trouble telling the difference between an asteroid and a comet when it is not near the sun.	143 153 167 178 190 192
Meteoroids are pieces of a comet or asteroid that break off. If one of these pieces burns up in the Earth's atmosphere, it becomes a meteor, but most people call that a shooting star. Every so often, a meteor makes it through the atmosphere. If it lands on Earth, it is called a meteorite.	205 217 230 243 246

- 1 Which detail supports the idea that comets and asteroids are similar?
- A *Stars that burn*
 - B *It has a tail*
 - C *They will reappear*
 - D *Also orbit the sun*
- 2 Which detail supports the idea that comets and asteroids have differences?
- A *Comets are made of ice and dirt and orbit the sun.*
 - B *Scientists have been able to keep track of a number of traveling comets.*
 - C *However, asteroids are made of rock, carbon, and metal.*
 - D *Even with a telescope, people can have trouble telling the difference between an asteroid and a comet.*
- 3 Which detail shows the relationship between comets, asteroids, and meteoroids?
- A *Gas and dust travel behind a comet*
 - B *Asteroids are made of rock, carbon, and metal*
 - C *Meteoroids are pieces of a comet or asteroid that break off*
 - D *If it lands on Earth, it is called a meteorite*
- 4 What is the central idea of the selection?
- A *Things from space end up on Earth eventually.*
 - B *Comets, meteoroids, and asteroids are very similar.*
 - C *Most things in space are made up of the same materials.*
 - D *Comets, meteoroids, and asteroids are all visible from Earth.*
- 5 Imagine you and a friend saw a shooting star. Use details from the selection to explain exactly what you saw.

Directions: Read the selection and answer the questions that follow.

A World Leader

Japan is a small country made of several islands, but it has the third largest economy in the world. So how exactly did this small island nation become a global leader?	13 25 31
When World War II ended, Japan was in trouble. Its leaders had to build their country once again, but their resources were limited. Japan had a hard time growing enough crops to feed the people that lived there, which meant bringing food in from other countries. Japan needed something it could sell around the world. They needed something to export.	43 54 66 77 87 91
Japan started to focus on exports in the 1960s, which was a turning point. Japanese car companies began to make affordable, well-made cars that became popular in America. As television became more common, more companies in Japan turned to electronics. Microchips and software were the perfect solution for a small country because computer parts did not require much space to build. Over the years, computer parts, cameras, DVD players, and video games brought more money into Japan.	103 112 121 130 139 149 159 168
As Japan's profits grew, so did its population. There are around 127 million people living in Japan today, which is like a third of all Americans living in a place smaller than California! To combat pollution, many groups have turned to green energy like solar panels. Times have changed, but Japan continues to look to the next big thing.	179 192 203 213 224 227

- 1 Which detail supports the main idea of the selection?
- A *Japan is a small country made of several islands*
 - B *Their resources were limited*
 - C *Japan started to focus on exports in the 1960s*
 - D *Television became more common*
- 2 Which detail supports an idea about the relationship between the size of the country and the type of goods it exports?
- A *Japan had a hard time growing enough crops*
 - B *Computer parts did not require much space to build*
 - C *As Japan's profits grew, so did its population*
 - D *Many groups have turned to green energy like solar panels*
- 3 What is the central idea of the selection?
- A How countries rebuilt after World War II
 - B How it is easier for smaller countries to export goods
 - C How such a small country has such a large economy
 - D How to fit a large population into a space smaller than California

4 How do the details in the selection support the central idea?

5 Which details support the idea that expanding the economy had a bad effect on the environment?

Name _____

Directions: Read the selection and answer the questions that follow.

Apples or Carrots?

Getting the right amount of calories is a significant part of being healthy. If you think of your body as a car, calories are the gas that keeps you going. Eating food that is too high in sugar or fat makes it harder for your engine to work. However, you can avoid poor food choices. You should eat foods that are rich in vitamins and minerals.	12 27 42 54 66
Both fruits and vegetables are low in calories and have many benefits. When you think of what to choose, you should always pick a vegetable salad over a fruit salad.	77 89 96
Fruits are a good source of vitamins your body needs. Oranges are high in vitamin C, which helps your body fight off colds, and bananas are loaded with potassium, a mineral that keeps blood pressure low. But did you know that bell peppers have more vitamin C than oranges? Or that potatoes pack more potassium punch than bananas?	107 120 130 142 153 154
Another problem with fruits is that they are loaded with sugar. Our bodies use sugar for fuel. But too much sugar can cause health problems. Vegetables are low in sugar but still give us useful vitamins and minerals.	166 178 189 192
Scientists agree that people should choose vegetables over fruit. You should eat four servings of vegetables a day. You only need three servings of fruit.	201 213 217
Some people will tell you to forget apples and oranges. Peas and carrots are the real symbols of healthy eating. They are as important to nutrition as notes are to a melody!	228 240 249

- 1 What is the author’s main argument?
- A Vegetables are healthier than fruit.
 - B Scientists disagree about food and health.
 - C Both fruits and vegetables are good for you.
 - D Getting the right amount of sugar is important.
- 2 Which detail from the selection supports the author’s argument?
- A *Getting the right amount of calories is a significant part of being healthy.*
 - B *Fruits and vegetables are low in calories . . .*
 - C *. . . potatoes pack more potassium punch than bananas*
 - D *You should eat four servings of vegetables a day.*
- 3 How does the information in paragraph 3 support the author’s main argument?
- A It shows that our bodies need a lot of sugar.
 - B It explains how too much fruit can be bad for you.
 - C It gives examples of vegetables that are low in sugar.
 - D It explains that vegetables have no sugar and are healthier.
- 4 What is the issue being debated in this selection?

Name _____

Directions: Read the selection and answer the questions that follow.

A Good Night's Rest

<p>Everyone knows that eating right and exercising are part of a healthy lifestyle. Getting enough sleep is in many ways just as important. Children in school need between nine and twelve hours of sleep a night, which might sound like a lot until you consider what a good night's sleep does for your body.</p>	<p>12 23 35 48 54</p>
<p>Sleep gives your brain time to rest, retain memories, and get ready for the day ahead. When you don't get enough sleep, or if the quality of sleep is poor, it's like running an engine too long. Eventually you'll need to fill it up with gas. A well-rested brain affects everything you do, from playing sports to taking tests. When you are well rested, you are better at recognizing symbols and patterns that can make math easier. Even creative activities, such as painting, benefit from a good night's sleep.</p>	<p>66 80 93 107 119 130 141 143</p>
<p>Even though you aren't aware of it, your body does a lot while you sleep. It helps build up your immune system to fight colds and diseases. It gives injuries time to heal. Not sleeping enough contributes to problems like obesity. When you sleep, you might think you are doing nothing. But sleeping actually does a lot to keep you healthy.</p>	<p>157 169 179 189 202 204</p>
<p>Lack of sleep is not only unhealthy for you—it also can be dangerous for other people. There are nearly 100,000 car crashes every year due to sleepy drivers.</p>	<p>218 229 233</p>
<p>Many children groan when it's time for bed. They think that sleeping is not any fun. But it is one of the most important things you can do for your body.</p>	<p>245 261 264</p>

- 1 What is the author’s main argument in this selection?
- A Sleep makes people more creative.
 - B The biggest benefit of sleep is dreaming.
 - C The more you sleep the more energy you have.
 - D Sleep is just as important as eating right and exercising.
- 2 Which detail supports the author’s argument?
- A *Everyone knows that eating right and exercising are part of a healthy lifestyle.*
 - B *Children in school need between nine and twelve hours of sleep a night . . .*
 - C *. . . it’s like running an engine too long*
 - D *It helps build up your immune system to fight colds and diseases.*
- 3 What evidence does the author use to show that sleep helps more people than just the one sleeping?
- A *A well-rested brain affects everything you do, from playing sports to taking tests.*
 - B *Not sleeping enough contributes to problems like obesity.*
 - C *There are nearly 100,000 car crashes every year due to sleepy drivers.*
 - D *Many children groan when it’s time for bed. They think that sleeping is not any fun.*
- 4 Which detail from the article supports the idea that sleep benefits your brain?
- A *Eventually you’ll need to fill it up with gas.*
 - B *You are better at recognizing symbols and patterns . . .*
 - C *When you sleep, you might think you are doing nothing.*
 - D *They think that sleeping is not any fun.*

5 Which details show how sleep can help students do better in school?

Name _____

Directions: Read the selection and answer the questions that follow.

Everyone’s Best Friend

Nearly 70 percent of the homes in the United States have a pet. Whether you like fish, birds, cats, or hamsters, pets are great companions for people. Dogs, however, are the perfect pet for most people.	13 25 35
Scientists are still not sure when or how dogs were tamed, but they can agree that the process started centuries ago with wolves. Every dog today came from a long line of wolves. Dogs were the first animal to be domesticated, which means they were tamed and taught how to help humans. And help humans they have.	48 59 72 83 92
Dogs have been useful for people all over the world. Bloodhounds are excellent at tracking other animals for hunting. Huskies work together like a big, furry engine to pull sleds in the Arctic. Recently, the police and military have successfully trained German Shepherds to sniff out mines, bombs, and drugs.	104 114 128 138 142
Dogs are also excellent companions for people in need. Retrievers can be trained to be guide dogs to help blind people. These animals are smart enough to get people to the grocery store or read traffic symbols to know when it’s safe to cross a busy road.	152 165 178 189
Dogs are intelligent and playful companions that are good at taking commands and keeping a house safe. All pets are wonderful, but dogs are heads and tails above the rest.	200 212 219

- 1 Which sentence tells the reader the author’s main argument?
- A *Nearly 70 percent of the homes in the United States have a pet.*
 - B *Dogs, however, are the perfect pet for most people.*
 - C *Scientists are still not sure when or how dogs were tamed.*
 - D *Every dog today came from a long line of wolves.*
- 2 Which detail supports the author’s argument?
- A *Whether you like fish, birds, cats, or hamsters, pets are great companions for people.*
 - B *Every dog today came from a long line of wolves.*
 - C *Dogs were the first animal to be domesticated.*
 - D *Retrievers can be trained to be guide dogs to help blind people.*
- 3 How do the details in paragraph 4 support the author’s main argument?
- A They show that all types of people love dogs.
 - B They show how dogs naturally comfort people.
 - C They prove that dogs are most useful in the military.
 - D They give an example of how dogs can help humans.
- 4 Which argument does the sentence “*Bloodhounds are excellent at tracking other animals for hunting*” support?

- 5 What reasons might the author give for why having a dog is better than having a pet fish?

Directions: Read the selection and answer the questions that follow.

A Great Pet

A dog is often called “man’s best friend,” and there is a good reason for that. Dogs can be loyal companions for people. It is important, however, to learn how to care for a dog before deciding to get one.	14 26 40
How do you care for a dog? There are many things to consider. First, dogs need to be fed daily and have a well-balanced diet. Exactly how much a dog eats depends on the age, breed, and size of the dog. In addition, dogs need to get regular exercise to stay healthy. Exercise also helps keep dogs busy. Believe it or not, dogs can get bored without regular exercise. Dogs also need a place to sleep. Some people use special pet crates to house their dogs at night. Owners should be sure to place a blanket on the bottom of the crate. This way their dogs can sleep comfortably. Dogs should also be groomed and have regular visits to the vet. This keeps a dog healthy.	54 67 82 93 106 117 129 144 155 166
If you are thinking of getting a pet, a dog is a good choice. Before deciding to get one, just remember that they need a lot of care.	181 194

- 1** Which detail explains why a dog is called “man’s best friend”?
- A** *Dogs can be loyal companions for people.*
 - B** *... dogs need to be fed daily and have a well-balanced diet.*
 - C** *... dogs can get bored without regular exercise.*
 - D** *... a dog is a good choice.*
- 2** The details in paragraph 2 support the idea of —
- A** taking care of dogs
 - B** dogs not getting bored
 - C** dogs sleeping comfortably
 - D** how to choose the best dog breed
- 3** The reminder in the final paragraph supports the idea that —
- A** dogs have a lot of needs
 - B** getting a pet is an easy decision
 - C** dogs are a good choice for everyone
 - D** everyone should consider getting a pet
- 4** Write the details that would allow you to explain to someone how to care for a dog. Use ideas from the selection.

Directions: Read the selection and answer the questions that follow.

Uninvited Pest?

Sparrows may seem like lovely little birds. They skip about cities and towns, making their homes in gutters and boxes. They seem to ignore the noise of car horns and engines as they fly around the city. If you see a bird at a bird feeder, it is most likely to be a sparrow.	12 24 39 54
While sparrows might seem harmless, they are actually an invasive species. Invading species are animals that have been introduced to a new region and have begun to take over. Sparrows were first brought to the United States in the 1850s. Several groups of them were set free in New York to breed. Over time, people in other cities brought in the birds as well. The number of sparrows grew from being a small population to being one of the highest. Sparrows spread throughout the country and can be seen all over the United States and Canada.	64 75 87 100 114 127 137 150
What exactly makes these birds invaders? They tend to challenge other birds for food or shelter. They can actually take over the nests of other birds. They have been known to destroy other birds' eggs. So, while they don't seem dangerous at bird feeders, sparrows are far from harmless. They are an invasive species that can hurt the birds that were there before them. Sparrows belong in open spaces such as valleys, not in cities.	160 174 186 197 209 220 225

- 1 Which detail from the selection explains the idea in the title?
- A . . . *making their homes in gutters and boxes.*
 - B *If you see a bird at a bird feeder, it is most likely to be a sparrow.*
 - C . . . *they are actually an invasive species.*
 - D *Sparrows were first brought to the United States in the 1850s.*
- 2 Which word or phrase from the selection explains why invasive species are a problem?
- A *Introduced*
 - B *Take over*
 - C *Set free*
 - D *Throughout*
- 3 The way sparrows interact with other birds supports the idea that —
- A sparrows must be set free to breed
 - B sparrows challenge other birds for food
 - C other birds can protect their nests from sparrows
 - D other birds have an advantage because they are native to the area
- 4 The author’s description of sparrows as “*far from harmless*” supports the idea that —
- A sparrows look nice but are in fact harmful
 - B there is now a very high sparrow population
 - C invading species are especially harmful to birds
 - D sparrows have traveled great distances from New York
- 5 What would you say to someone who wanted to bring a new species of animal into your hometown? Use ideas from the selection.

Directions: Read the selection and answer the questions that follow.

Short History of Soap

Chances are that you have heard that the best way to stop the spread of germs is to wash your hands regularly. Use a little soap and warm water and scrub each hand from the fingers to the wrist, and on the hills and valleys of your knuckles. This way, you can help prevent the spread of some sicknesses due to poor hygiene.	13 26 39 53 63
However, washing with soap and water did not always exist. Exactly when soap was first made remains unknown, but historians do know that people began to use soap long ago. The earliest versions of soap were made of animal fat and ashes. The soap was probably not used by people to clean themselves. Instead, people likely used soap to clean wool and cloth that was to be dyed.	74 85 98 111 122 131
Soap has changed a lot over time. People realized that adding different ingredients, such as oil or fruits, made soap smell better or last longer. By the 1600s, men began using soap to help prepare their faces before shaving. People also used it to shampoo their hair. Of course, there was a slight problem—some soaps cost so much that most people could not afford to buy them. In the 1800s, soap became cheaper, and most men, women, and children could use soap to wash from top to bottom.	143 156 169 182 194 207 220
So the next time you use a bar of soap, think about the interesting history of that bar. It has quite a story to tell. In fact, using soap to keep clean has become as important as notes in a melody!	234 250 261

- 1 What is the main idea of paragraph 2?
- A Humans invented soap a long time ago.
 - B The earliest soaps were likely used on cloth.
 - C Historians know exactly when soap was invented.
 - D People have always used soap to clean themselves.
- 2 Which detail from the selection helps explain why some people did not use soap to clean themselves?
- A *The spread of germs*
 - B *Made of animal fat and ashes*
 - C *Adding different ingredients*
 - D *Soaps cost so much*
- 3 The information in paragraph 1 supports the idea that soap —
- A kills germs
 - B has quite a story to tell
 - C has changed a lot over time
 - D is better when oil or fruit is added
- 4 Which details from the selection support the idea that “*soap has changed a lot over time*”?

- 5 Using ideas from the selection, explain why soap made human life better.

Directions: Read the selections and answer the questions that follow.

Taking to the Sky

In 1903, the Wright brothers amazed the world by flying over Kitty Hawk, North Carolina, in an airplane they created. They are thought to be the first two people to fly in a plane. All fingers point to their success as the first in flying history. 12
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The Wright brothers owned a bicycle shop in the late 1800s. They liked building machines, and in the 1890s they became fascinated with flight. They knew that building a flying machine would be difficult and that flying might be dangerous. The Wright brothers knew that they might get hurt. However, they worked hard and created a few designs that could glide. 58
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Next, they invented a design they thought could fly using gas. They took the plane to Kitty Hawk. It was near the ocean. The area had strong winds that could help the plane fly. There were also sand dunes nearby to allow a gentle landing for the plane. The soft hills and valleys of the sand dunes were a safe way for them to bring the plane to a stop. On December 17, 1903, the brothers took to the sky, showing the world that it was possible for people to fly. 119
133
145
158
172
185
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Witness to Flight

Witness to Flight is a video that tells about the Wright brothers' first flight. It describes how the brothers became interested in flight. It also describes some of their early plane designs. Then it explains how the brothers made their first flight. It even includes an interview with people who saw them take flight. The people describe how amazing it was to see the brothers pilot the plane and how dangerous the first flight was. 210
220
232
243
254
266
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- 1 What caused the Wright brothers to build a flying machine?
- A It was dangerous.
 - B They had great interest in flight.
 - C A customer asked them to do it.
 - D They wanted to patent the airplane.
- 2 According to the selection, the Wright brothers knew that if they flew a plane they might —
- A get hurt
 - B be interviewed
 - C amaze the world
 - D become interested in flight
- 3 The Wright brothers took their first plane near the ocean because —
- A the wind was helpful
 - B there was more fuel there
 - C they needed to start on water
 - D they could show more people
- 4 What details are included in “Witness to Flight” that are not in “Taking to the Sky”?

Directions: Read the selections and answer the questions that follow.

Solar Flare

The sun is a bright star at the center of the solar system. It is a medium-sized star that provides Earth with heat and light.	16 25
Occasionally, the sun releases some extra magnetic energy. The energy sends out particles from inside the sun.	34 42
These particles are called solar flares. The flares might cause some trouble on Earth, such as knocking out satellite signals or even damaging sensors on satellites. They even cause the northern and southern lights—brilliant streamers of red and green light—to appear briefly over Earth’s north and south poles.	53 64 73 84 92

The Northern Lights

According to the video <i>The Northern Lights</i> , you have a chance to see something rare if you go to the far northern part of the United States. You might catch a glimpse of shimmering lights—or <i>auroras</i> —dancing across the night sky. These lights are called the northern lights.	103 117 128 139 141
Although the northern lights occur on Earth, they are actually caused by the sun. You probably know that the sun sends heat and light to Earth. But it can send particles our way, too. These particles might come out in a big burst from a solar flare. Then the particles bump into gases in the sky near the north and south poles. The reaction is the amazing auroras that people love to see.	151 163 176 189 202 214

- 1 Solar flares —
- A have no effect on Earth
 - B cause the northern lights
 - C are visible to the naked eye from Earth
 - D only affect the sky in the Northern Hemisphere
- 2 Which detail from the first selection explains what causes solar flares?
- A *Extra magnetic energy*
 - B *Dancing across the night sky*
 - C *The sun sends heat and light to earth*
 - D *Particles might come out in a big burst*
- 3 The details in the first selection support the idea in selection 2 that “*you might catch a glimpse of shimmering lights*” because they —
- A explain how the northern lights form
 - B describe how solar flares got their name
 - C describe what happens when satellites are damaged
 - D explain why auroras only happen in the extreme north and south
- 4 The auroras glow because —
- A they appear so briefly
 - B of the particles of energy
 - C there are no satellite signals
 - D they are actually caused by the sun
- 5 What needs to happen in order for humans to see the northern lights?
Write out the causes and their effects.

Directions: Read the selections and answer the questions that follow.

The Ninth Planet?

On February 18, 1930, Clyde Tombaugh solved a mystery that had caused trouble for scientists of the day. At the time, scientists noticed that Uranus and Neptune had unusual orbits. They thought a ninth planet was hidden in the solar system.

Tombaugh saw a tiny object while looking at photographs of a region deep in the solar system. At last, the planet was found. The temperature on the surface of Pluto was thought to be -360°F . The planet was named for the ruler of the underworld in Roman mythology—Pluto.

Yet, not every scientist was convinced Pluto was a planet. Some scientists thought it was too small to affect the orbit of other planets. In 2006, new rules were made to define a planet. Under these new rules, Pluto no longer was considered a planet. Not everyone agrees with this decision, and many people hope to one day reintroduce Pluto as a planet.

The Ninth Planet

The Ninth Planet is a video about Pluto. It describes how scientists were looking for a distant planet in the 1920s and 1930s. These scientists believed a ninth planet affected the orbits of Neptune and Uranus. In 1930, a small planet was spotted by Clyde Tombaugh at the Lowell Observatory in Arizona. According to the video, the planet was actually named by an eleven-year-old girl named Venetia Burrey of England. She thought that a planet so far from the sun should be named for Pluto. Pluto was the god of the underworld in Roman mythology. Venetia's grandfather shared the idea with scientists at the Lowell Observatory, who liked the idea too.

- 1 Which detail is in the first selection but not the second selection?
- A There used to be life on Pluto.
 - B Pluto became too small to see.
 - C Scientists are not sure if Pluto exists.
 - D Pluto was considered a planet but is not anymore.
- 2 The new planet was called Pluto because it was —
- A extremely cold
 - B very far from the sun
 - C hidden in the solar system
 - D discovered during Roman times
- 3 Scientists began looking for a ninth planet because —
- A Uranus and Neptune had unusual orbits
 - B the Lowell Observatory received new data
 - C Clyde Tombaugh believed Pluto was not a star
 - D new rules changed the definition of what a planet is
- 4 What evidence from the selections explains how Clyde Tombaugh was able to discover Pluto?

- 5 What caused Pluto to be named “Pluto”?
